

Teaching Through a Social Justice Lens:
A Unit of Study Designed for Second-Year Heritage Spanish Students
by
Ellen Chirhart

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Capstone Project Facilitator: Julia Reimer
Content Expert: Ingrid Narum

Project Summary

In my three years as a teacher of heritage Spanish students, my attitudes on engaging students and developing effective curriculum have transformed. I now realize how essential it is for me as a white, non-heritage Spanish speaker to focus on providing my heritage Spanish students with meaningful opportunities to engage in critical thinking and develop their agency. This transformation, along with increased knowledge of social justice education, led me to the research question *How does teaching through a social justice lens impact heritage Spanish students?*

To answer this research question, I developed a six week unit of study on education systems intended for use as the first unit of the year for a high school Spanish for Heritage Speakers 2 course. The unit contains 30 lessons for 55 minute class periods. The essential questions for the unit are: *How do injustice and inequity exist in education systems? How can we combat these issues?* The unit includes a variety of formative assessments and learning activities that address interpretive, interpersonal, and presentational communication. Three of four summative assessments for the unit follow the format of an Integrated Performance Assessment (IPA) (Adair-Hauck et al., 2013) and all assessments satisfy one or more of the relevant Teaching Tolerance Social Justice Standards (2016).

The intended audience for this project is teachers of heritage Spanish students in grades 10-12. The unit learning activities and assessments are appropriate for students who have a proficiency level of intermediate high or above, according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Benchmarks (2017). Because the unit overview, calendar, and daily lesson plans are written in English,

this unit could also be adapted for use by any language teacher or other high school teacher interested in teaching through a social justice lens. While some learning activities are intended for use with more mature students, a middle school teacher just beginning to explore social justice but lacking in resources and/or a community of like-minded colleagues may also find that this unit serves as a helpful starting point. It is advised that any teacher utilizing this curriculum first familiarize themselves with Hackman's (2005) "Five Essential Components for Social Justice Education," especially tools for personal reflection.

The unit was created using the paradigm Understanding by Design (UbD) (Wiggins & McTighe, 2011). A unit design template from Glynn et al. (2018) and a lesson design template from Clementi and Terrill (2017) were adapted for the creation of the unit to satisfy components of social justice education and the implementation of an IPA (Adair-Hauck et al., 2013). The first document of this project is the unit overview. The unit overview includes the relevant Teaching Tolerance Social Justice Standards (2016), a description of how each of the ACTFL World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015) is satisfied throughout the unit, and a detailed description of the unit summative and formative assessments. The unit calendar is after the unit overview, followed by a table that identifies elements of the unit that satisfy all five of Hackman's (2005) components for social justice education. Lastly, each of the 30 lessons has a detailed plan with teacher instructions and copies of all relevant supporting materials and evaluation rubrics.

To ensure the effectiveness of the curriculum and to answer the research question *How does teaching through a social justice lens impact heritage Spanish students?* I will

utilize student feedback and weekly journal responses. I will also examine student self-assessments using the can-do statements for the unit. By the end of the unit, each student should be able to complete each learning objective at a 3 or 4 on a 4-3-2-1-0 scale. The purpose of this unit is to provide teachers interested in social justice with a starting point, introduce students to elements of social justice, and increase student agency.

Unit Overview

Course and Grade Level:	Spanish for Heritage Speakers 2 Grade 10-12
Approximate Length of Unit:	Six weeks (30 days) 55 minute classes, 5 days a week
Theme and Essential Question(s)	
<p>Sistemas educativos - Education Systems</p> <ul style="list-style-type: none"> ¿Cómo existen injusticia e inequidad en los sistemas de educación? ¿Cómo podemos combatir estas cuestiones? How do injustice and inequity exist in education systems? How can we combat these issues? 	
Social Justice Take-Away Understanding(s)	
<ol style="list-style-type: none"> 1. Education systems favor privileged groups and further the oppression of marginalized groups. 2. Just because a policy has been in place for a long time does not mean it should not change. 3. As individuals and as a group, we have the responsibility to stand up to injustice. 	
Goals	
<ol style="list-style-type: none"> 1. Students will be able to describe important events that demonstrate the history of injustice against Latinx students in education systems. 2. Students will be able to reflect on and discuss their own educational experiences. 3. Students will be able to create, distribute, and analyze a survey on the educational experiences of their peers. 4. Students will be able to propose changes to school policies and practices. 5. Students will be able to compare and contrast education systems throughout the world with education systems they are familiar with. 6. Students will be able to advocate for a new or existing policy related to education systems. 	
World-Readiness Standards	Teaching Tolerance Social Justice Standards
<p>Communication:</p> <ul style="list-style-type: none"> - Interpersonal, Interpretive, Presentational <p>Cultures:</p> <ul style="list-style-type: none"> - Practices to Perspectives: East LA Walkouts of 1968 and other events from the proyecto investigativo assessment demonstrate attitudes towards fighting against injustice; voting to rename a middle school to honor an Afrolatino athlete-activist instead of a confederate general demonstrates beliefs about the 	<p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>

<p>importance of names and of challenging how history is viewed</p> <ul style="list-style-type: none"> - Products to Perspectives: The poem <i>Yo soy Joaquín</i> demonstrates the complexity of Chicano identity and pride in one's identity <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S.; students make connections to math and English classes when they create, administer, and analyze a survey for their peers; students build on their understanding of policy and advocacy in Spanish - Acquiring Information and Diverse Perspectives: Students analyze photos, videos, and articles about education systems in other countries <p>Comparisons:</p> <ul style="list-style-type: none"> - Language Comparisons: Use of the subjunctive tense to express wishes, doubts, and emotions; comparatives and other expressions for comparing and contrasting, vocabulary for making agree/disagree statements - Cultural Comparisons: Students compare and contrast their education experiences to those of Latinx students in the 20th century and in other parts of the country/world <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students survey their peers on a topic related to educational experiences; students propose changes to school policies; summative presentational communication assessment and preceding learning activities introduce students to what it means to be an advocate 	<p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
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<ul style="list-style-type: none"> - Lifelong Learning: Self-assessments and the use of journal prompts for reflection throughout the unit 	
Summative Assessments	
Interpretive Communication	<ul style="list-style-type: none"> ● Interpretive reading assessment: Students read the text, an opinion article about how education can eliminate racism, and complete components of an interpretive IPA. This assessment satisfies Justice Standard 12.
Interpersonal Communication	<ul style="list-style-type: none"> ● Interpersonal speaking assessment: As a follow up to the interpretive reading assessment, students discuss in pairs what they would do and how they would respond in five scenarios related to social justice issues. This assessment satisfies Justice Standard 12 and Action Standard 17.
Presentational Communication	<ul style="list-style-type: none"> ● Proyecto investigativo: Students work in groups of two to three to investigate an event related to discrimination against Latinx students in education systems. They create a 15-20 minute presentation to give to the class. The presentation includes connections to social justice themes and an activity so classmates can dive deeper into the topic. This presentation satisfies Justice Standards 13 and 15. (adapted from Profe Nygaard, 2018, Teachers Pay Teachers) ● Proyecto final: Students create a visual presentation to advocate for the changing of a current policy or the implementation of a new policy related to education. The presentation is accompanied by a one to two page essay. In the essay, students must explain the rationale behind their policy proposal or changing of a current policy, must describe supporting research relevant to their policy, and must write a reflection component about what they've learned about advocacy and their agency from completing the project as a whole. This presentation

	satisfies Justice Standards 12 and 13 and Action Standard 17 (adapted from Carlson, 2020).
Key Formative Assessments/Learning Activities	
Mode of Communication and Objectives	Description of Task
<p>Students will be able to write reflections on topics related to education.</p> <p><i>Presentation Communication</i></p>	<p>Journal prompts: Students write weekly journal reflections. The teacher reads student journals and responds by asking clarifying questions, making connections to their writing and your own, and highlighting points you agree with, etc.</p>
<p>Students will be able to define key terms related to social justice.</p> <p>Students will be able to identify examples of marginalization, discrimination, privilege, equity, equality, and social justice.</p> <p><i>Interpretive Communication</i> <i>Interpersonal Communication</i></p>	<p>Social justice terms activity: Students participate in a gallery walk with photos and large pieces of paper. Students comment on the photos and try to write definitions on the paper of the terms privilege, marginalization, equity, equality, and social justice. Students may write in English when necessary. One piece of paper asks students to write what they know about the history of discrimination against Latinx people in United States education systems. After students have rotated through each station, the whole class discusses what they came up with and the teacher clarifies definitions so everyone comes to a clear understanding.</p> <p>Pear Deck: Students read through situations and decide if they highlight examples of marginalization, privilege, equity, equality, or social justice. Clarify the correct answer if the majority of students are getting a question incorrect.</p>
<p>Students will be able to explain how Latinx students were historically discriminated against in education systems in the United States.</p> <p><i>Interpretive communication</i></p>	<p>Walkout movie preparation: Students read a news article describing the events and impact of the East LA Walkouts of 1968 and answer comprehension questions. Students share their answers with a partner and then the whole class discusses each question. Then students view a YouTube video and take notes on leaders of the Walkouts and the impact of the Walkouts.</p> <p>Walkout movie: Students watch the entire movie about the East LA Chicano student walkouts of 1968. As they watch the movie, they write down all examples of discrimination</p>

	<p>against Latinx students they see.</p> <p>Yo soy Joaquín poem: Students read the poem and answer analysis questions.</p> <p>Important terms: Students explain how important social justice terms relate to the events in the movie.</p>
<p>Students will be able to express opinions about their educational experiences.</p> <p><i>Interpersonal communication</i></p>	<p>Small-group discussions: Students briefly share what they learned by doing the group projects. Then students discuss a series of questions about their educational experiences. Each student in the conversation has a role. One student is responsible for being the group representative when the whole class comes together to discuss the questions.</p>
<p>Students will be able to investigate classrooms around the world.</p> <p><i>Interpretive communication</i> <i>Interpersonal communication</i></p>	<p>Video exploration: Teacher shares video of schools around the world and pauses it to look at specific classrooms. Students answer questions about what they see, what they think they see, and what they wonder. The whole class discusses responses together.</p>
<p>Students will be able to compare and contrast education systems throughout the world.</p> <p><i>Interpretive communication</i> <i>Presentational communication</i></p>	<p>Education around the world cultural comparison: Students read information about school systems in several Spanish-speaking countries. Then they compare and contrast two of these systems with the education system they are accustomed to in the U.S.</p>
<p>Students will be able to express agreement or disagreement with a statement and defend their response.</p> <p><i>Interpersonal communication</i></p>	<p>Agree/disagree statements: Students are shown several strong statements related to education and are asked to move to one of the four corners of the room depending on if they strongly disagree, disagree, agree, or strongly agree with the statement. The whole class discusses student choices.</p>
<p>Students will be able to critique policies that have to do with education systems.</p> <p>Students will be able to express opinions on controversial topics related to education.</p> <p><i>Interpretive communication</i> <i>Interpersonal communication</i></p>	<p>Introduction to policy: Students watch a short video and look over two readings as they take notes. There is a section where they can post questions so the teacher can refer to these and ensure everyone has a clear understanding of policy in preparation for upcoming formative activities and the summative presentational assessment.</p> <p>Speed dating interpersonal speaking activity: Students practice expressing</p>

	<p>agreement/disagreement and critiquing policies/situations by rotating through stations and conversing with a partner on controversial topics related to education.</p> <p>Policy analysis practice interpretive reading assessment: Students read a newspaper article about a middle school in Orlando that voted to change its name to honor Roberto Clemente instead of Stonewall Jackson. Students complete an interpretive reading activity about the article to prepare them for the summative interpretive reading assessment.</p>
<p>Students will be able to develop, administer, and analyze a survey.</p> <p><i>Presentation communication</i> <i>Interpersonal communication</i> <i>Interpretive communication</i></p>	<p>Student survey: In pairs or groups of three, students choose a topic related to education and their peers that is of interest to them (homework, tests, student mental health, curriculum, etc.) and create a survey in English and Spanish. The survey must have at least eight questions and be administered to students in all grades 9-12. Students create the survey, administer it, analyze their results, and present their findings to the rest of the class.</p>

Unit plan template adapted from Words and Actions: Teaching Languages through the Lens of Social Justice by Glynn, Wassell, & Wesely © 2018

Unit Calendar

Day 1	<ul style="list-style-type: none"> ● Unit introduction - share essential questions and “Can Do” statements ● Journal prompt #1: What do you think of when you heard the word “education”? How could you describe your own educational experiences in a word or phrase? ● Jamboard share out ● Social justice terms gallery walk
Day 2	<ul style="list-style-type: none"> ● Pear Deck to review social justice terms ● <i>Walkout</i> movie preparation activities: article and YouTube video
Day 3	<ul style="list-style-type: none"> ● Return to questions students posed in Pear Deck activity ● Post-it note share out about YouTube video ● Begin viewing <i>Walkout</i> movie (30 min)
Day 4	<ul style="list-style-type: none"> ● Continue viewing <i>Walkout</i> movie (50 min)
Day 5	<ul style="list-style-type: none"> ● Finish viewing <i>Walkout</i> movie (30 min) ● Partner speaking activity to review the movie handout
Day 6	<ul style="list-style-type: none"> ● Kahoot to review movie characters and events ● Students read teacher response to journal prompt #1 ● Journal prompt #2: What character from the movie do you most identify with? Why? Would you get involved in the walkouts? Why or why not? ● Journal response share out via Padlet ● Introduction to <i>Yo soy Joaquín</i> poem
Day 7	<ul style="list-style-type: none"> ● Analysis share out of <i>Yo soy Joaquín</i> poem ● Conversations - social justice terms and the movie <i>Walkout</i> ● First round of student self-assessments using can-do statements ● Introduction to investigative project, students choose groups and topics
Day 8	<ul style="list-style-type: none"> ● Investigative project clarification and discussion of grading rubric ● Project workday
Day 9	<ul style="list-style-type: none"> ● Investigative project workday
Day 10	<ul style="list-style-type: none"> ● Investigative project workday
Day 11	<ul style="list-style-type: none"> ● Investigative project presentations ● Investigative project peer evaluations
Day 12	<ul style="list-style-type: none"> ● Investigative project presentations ● Investigative project peer evaluations

Day 13	<ul style="list-style-type: none"> • Students read teacher response to journal prompt #2 • Journal prompt #3: Tell me about your group project. Did group members work well together? What worked and what didn't? What did you learn from your own project and your classmates' projects? What will you do with this new learning? • Small and whole group discussion about students' educational experiences
Day 14	<ul style="list-style-type: none"> • Video and photo exploration of classrooms around the world • Education around the world interpretive listening/reading activity and cultural comparison
Day 15	<ul style="list-style-type: none"> • Finish education around the world interpretive listening/reading activity and cultural comparison • Agree/disagree statements activity • Second round of student self-assessments
Day 16	<ul style="list-style-type: none"> • Introduction to policy • Policy investigation activity
Day 17	<ul style="list-style-type: none"> • Return to questions on policy from yesterday • Explanation of survey activity • Student survey creation
Day 18	<ul style="list-style-type: none"> • Students begin survey administration • Subjunctive tense and practice in context • Speed dating interpersonal speaking activity: situaciones controvertidas
Day 19	<ul style="list-style-type: none"> • Survey analysis and presentation creation workday
Day 20	<ul style="list-style-type: none"> • Students present survey findings to the rest of the class • Third round of student self-assessments
Day 21	<ul style="list-style-type: none"> • Policy analysis practice interpretive reading assessment • Students read teacher response to journal prompt #3 • Journal prompt #4: Explain your feelings after the policy analysis activities and the survey activity. Has your thinking changed? How? Do you see a need for policy changes? Explain. What questions do you still have?
Day 22	<ul style="list-style-type: none"> • Summative assessment - interpretive reading
Day 23	<ul style="list-style-type: none"> • Summative interpersonal speaking assessment - five scenarios • Introduction to final project • Students decide project topics
Day 24	<ul style="list-style-type: none"> • How to find high-quality sources for the project

	<ul style="list-style-type: none"> ● Review project requirements and evaluation rubrics ● Work time to find and document three or more sources
Day 25	<ul style="list-style-type: none"> ● Students find photos and write their script for the visual presentation ● One-on-one student-teacher meetings to discuss project ● Visual presentation work day ● Fourth round of student self-assessments
Day 26	<ul style="list-style-type: none"> ● Students finish visual presentations and complete presentation requirements checklist ● Students begin essay rough drafts
Day 27	<ul style="list-style-type: none"> ● Students review teacher's comments and marks on visual presentation checklist ● Essay rough draft work day
Day 28	<ul style="list-style-type: none"> ● Students read teacher response to journal prompt #4 ● Journal prompt #5: How is the final project going? What are your strengths and weaknesses with a project like this? What have you learned that you didn't know before? What are you learning about yourself? ● Essay rough draft peer editing activity
Day 29	<ul style="list-style-type: none"> ● One-on-one student-teacher meetings to discuss essays & journal prompt #5 ● Essay revision workday, final draft due by the end of class
Day 30	<ul style="list-style-type: none"> ● Presentations ● Fifth round of student self-assessments ● Journal prompt #6: What surprised you the most about this unit, and why? How could you take action in response to something you learned in this unit? ● Revisit unit essential questions ● Return to question wall

Satisfaction of Hackman's (2005) Essential Components for Social Justice Education:

Content Mastery	<ul style="list-style-type: none"> • Social justice terms gallery walk & Pear Deck activities, Day 1 and Day 2 • <i>Walkout</i> movie preparation, Day 2 • Viewing of <i>Walkout</i> movie, Day 3-Day 5 • Investigative project summative presentation, Day 7-Day 12 • Education around the world cultural comparison, Day 14-15 • Policy analysis practice interpretive reading assessment, Day 21
Tools for Critical Analysis	<ul style="list-style-type: none"> • Question wall, various days throughout the unit • Finding examples of discrimination against Latinx students in the movie <i>Walkout</i>, Day 3-Day 5 • Conversations: social justice terms and the movie <i>Walkout</i>, Day 7 • Investigative project summative presentation, Day 7-Day 12 • Small and whole group discussion, Day 13 • Discussion of cultural comparison, Day 15 • Four corners agree/disagree activity, Day 15 • Policy investigation activity, Day 16 • Final project - visual presentation and essay, Day 23-Day 30
Tools for Social Change	<ul style="list-style-type: none"> • Journal prompt #3, Day 13 • Policy investigation activity, Day 16 • Student survey formative assessment, Day 17-Day 20 • Journal prompt #4, Day 21 • Summative interpersonal speaking assessment, Day 23 • Final project - visual presentation and essay, Day 23-Day 30
Tools for Personal Reflection	<ul style="list-style-type: none"> • Journal prompt #1, Day 1 • Journal prompt #2, Day 6 • Journal prompt #3, Day 13 • Policy investigation activity, Day 16 • Journal prompt #4, Day 21 • Journal prompt #5, Day 28 • Journal prompt #6, Day 30 • Final project - visual presentation and essay, Day 23-Day 30
Awareness of Multicultural Group Dynamics	<ul style="list-style-type: none"> • Teacher comments on individual student journal responses, various days throughout the unit • Investigative project peer evaluation, Day 11 and Day 12 • Small and whole group discussion, Day 13 • Controversial situations speed dating activity, Day 18 • Summative interpersonal speaking assessment, Day 23

	<ul style="list-style-type: none"> ● One-on-one meetings regarding the final project, Day 25 ● Essay rough draft peer editing activity, Day 28 ● One-on-one meetings regarding journal prompt #5 and essay drafts, Day 29
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Daily lesson plan template below adapted from Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design by Clementi & Terrill © 2017

Teacher Lesson Plans and Supporting Documents

Week 1

Lesson	1
Standards	Communities: - Lifelong Learning: Self-assessments and the use of journal prompts for reflection throughout the unit
Objectives	<ul style="list-style-type: none"> ● Students will be able to reflect on what education means to them. ● Students will be able to define key terms related to social justice.
Mode(s) of Communication	<i>Interpretive Communication</i> <i>Interpersonal Communication</i> <i>Presentational Communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Unit Introduction 5 minutes	<p>Give each student a copy of the handout with the unit theme, essential questions, social justice takeaway understandings, can-do statements, journal prompts, and journal rubric. Read the unit theme, essential questions, social justice takeaway understandings, and student can-do statements for the unit aloud while students follow along. Students will not complete any self-assessments yet.</p> <p>*Note: Keep the unit essential questions and social justice takeaway understandings posted in the classroom where students can easily see them throughout the unit. I would post them near the question wall you will create</p>	Unit introduction handout

	in Lesson 3.	
Journal prompt #1 and share out 20 minutes	<p>Explain that students will complete journal entries on a weekly basis throughout the unit and that you will respond to each student each week. Show students the rubric for grading the journals but explain that their work will not be graded until the end of the unit and will be graded holistically.</p> <p>Students complete Journal prompt #1: What do you think of when you hear the word “education”? Why? How could you describe your own educational experiences in a word or phrase? Explain your answer.</p> <p>Answer this prompt in your own journal, too. Set a timer and encourage students to write for the entire ten minutes. You can decide if ten minutes is too long or too short, depending on your students.</p> <p>When time is up, everyone shares part of their journal responses on a Jamboard. The whole class discusses things they notice, similarities and differences in student responses, and what they wonder about.</p> <p>*Note: You’ll want to set up the Jamboard before class with each student’s name in a background square. Students will need editing access to the Jamboard. They will add a sticky note to write their answer and will post it over their name. This way, their answers will be anonymous when you share with the whole class and you will easily be able to see who has not participated.</p>	<p>Can-do Statements and journaling document</p> <p>Holistic journaling evaluation rubric</p> <p>Timer to display</p> <p>Jamboard</p>
Social justice terms gallery walk 25 minutes	<p>Preferably prior to the start of class, set up six stations around the room. Materials can be taped to the wall or set up on desks. Count students off into six groups.</p> <p>Students rotate through the six stations with two minutes allotted per station. Students can discuss with the other people at their station, but everyone must write on the piece of paper for each station. Students are encouraged to write in Spanish, but the use of English is also acceptable for this activity.</p> <p>Students write their own definitions of the terms <i>privilege</i>, <i>marginalization</i>, <i>equality</i>, <i>equity</i>, and <i>social justice</i>. They are also encouraged to come up with examples of each term. The sixth station asks students to write anything they know about the history of discrimination against Latinx people in United States education systems.</p> <p>After students have rotated through each station,</p>	<p>Large pieces of paper for gallery walk</p> <p>Markers or pens for students to write with during gallery walk</p> <p>Timer to display</p>

	students return to the station they began at. Ask students to read what has been added to the paper and instruct one or two students from each group to share what is written down at their station. Allow the whole class to add comments and share if they agree or disagree with what is written. Clarify definitions of each term so everyone comes to a clear understanding. Tell students to return to their seats.	
Exit task 5 minutes	Instruct students to turn to a neighbor and share what they hope to learn in the unit or what they think might interest them the most along with one or two things they learned during today's lesson. Circulate around the room while students are talking to listen to what they share.	Instructions for exit task displayed on the projector screen

Supporting Documents					
Student Can-Do Self-Assessment Document: <div>Sistemas educativos Nombre _____</div> <div>Preguntas esenciales:</div> <ul style="list-style-type: none"> ¿Cómo existen injusticia e inequidad en los sistemas de educación? <ul style="list-style-type: none"> ¿Cómo podemos combatir estas cuestiones? <div>Conceptos importantes de la justicia social:</div> <ol style="list-style-type: none"> Los sistemas educativos favorecen a los grupos privilegiados y promueven la opresión de los grupos marginalizados. El hecho de que una política haya existido mucho tiempo no significa que no deba cambiar. Como individuos y como grupo, tenemos la responsabilidad de enfrentarnos a la injusticia. <div>4 = excelencia - Puedo hacer esto tan bien que podría enseñárselo a otra persona.</div> <div>3 = competencia - Cometo unos errores pero puedo hacer esto.</div> <div>2 = desarrollando - Necesito más práctica para poder hacer esto bien. Necesito un poco de ayuda.</div> <div>1 = entendimiento limitado - Es muy difícil para mí hacer esto. Necesito mucha ayuda.</div>					
Sistemas educativos	1-4	1-4	1-4	1-4	1-4
Interpersonal (<i>Puedo comunicarme en español.</i>)	Fecha:	Fecha:	Fecha:	Fecha:	Fecha:

Puedo dar mi opinión sobre mis experiencias educativas.					
Puedo expresar acuerdo o desacuerdo con una declaración y defender mi respuesta.					
Puedo crear, administrar y hablar de una encuesta sobre las experiencias educativas de los estudiantes de mi preparatoria.					
Puedo conversar sobre qué haría en situaciones hipotéticas.					
Presentaciones (<i>Puedo crear un producto o dar una presentación en español.</i>)	Fecha:	Fecha:	Fecha:	Fecha:	Fecha:
Puedo escribir reflexiones sobre temas educativos.					
Puedo explicar cómo los estudiantes latinx fueron históricamente discriminados en los sistemas educativos de los Estados Unidos.					
Puedo criticar políticas que tienen que ver con sistemas educativos.					
Puedo abogar por políticas que promueven justicia y equidad en los sistemas educativos.					
Interpretativa (<i>Puedo demostrar comprensión de algo oído, visto o leído</i>)	Fecha:	Fecha:	Fecha:	Fecha:	Fecha:
Puedo identificar ejemplos de marginalización, discriminación, privilegio, equidad, igualdad y justicia social dentro de una lectura o un video.					
Puedo investigar cómo son los salones de clases y las escuelas alrededor del mundo.					

Puedo encontrar elementos de políticas que tienen que ver con sistemas educativos por leer o ver un texto informativo.					
Puedo analizar los resultados de una encuesta educativa.					
Conexiones culturales	Fecha:	Fecha:	Fecha:	Fecha:	Fecha:
Puedo comparar y contrastar sistemas educativos alrededor del mundo.					
Normas de justicia social	Fecha:	Fecha:	Fecha:	Fecha:	Fecha:
Justicia 12: Puedo reconocer, describir y distinguir la injusticia en los diferentes niveles de la sociedad.					
Justicia 13: Puedo explicar el impacto a corto y a largo plazo que tienen las palabras y los comportamientos basados en prejuicios, así como las prácticas, leyes e instituciones injustas que limitan los derechos y libertades de las personas basándose en sus grupos de identidad colectiva.					
Justicia 15: Puedo identificar figuras, grupos, eventos y una variedad de estrategias y filosofías relevantes para la historia de la justicia social alrededor del mundo.					
Acción 17: Soy responsable de mantenerme firme en el rechazo a la exclusión, los prejuicios y la injusticia.					
<p>Journal Prompt #1:</p> <p>Diario #1 Fecha:</p> <p>¿En qué piensas cuando escuchas la palabra <i>educación</i>? ¿Por qué? ¿Cómo podrías describir tus propias experiencias educativas en una palabra o frase? Explica tu respuesta.</p>					

Journal Grading Rubric:

La rúbrica para calificar los diarios:

	4 - A	3 - B	2 - C	1 - D
Reacción al tema	Responde muy bien al tema. Incluye muchos detalles y siempre explica la respuesta.	Responde bastante bien al tema. A veces incluye detalles y casi siempre explica la respuesta.	A veces escribe sin relación al tema. Faltan unos detalles. Explica la respuesta para algunos de los temas.	Escribe casi sin relación al tema. Faltan detalles y una explicación a la respuesta.
Terminación de diarios	El/la estudiante responde a todos los diarios (6).	El/la estudiante responde a 5 de los diarios.	El/la estudiante responde a 4 de los diarios.	El/la estudiante responde a 3 de los diarios.
Manejo del lenguaje	Escribe completamente o casi completamente en español. Usa estructuras complejas y vocabulario variado. Hay pocos errores de vocabulario, ortografía, y/o gramática.	Escribe casi completamente en español. Usa algunas estructuras complejas y algún vocabulario variado. Hay más de unos errores de vocabulario, ortografía, y/o gramática, pero el lector puede entender todo.	El inglés domina la escritura. Demuestra control de estructuras simples y vocabulario básico en español. Hay varios errores de vocabulario, ortografía, y/o gramática.	El inglés domina la escritura. Demuestra control limitado de estructuras simples y vocabulario básico en español. Hay muchos errores de vocabulario, ortografía, y/o gramática.

Jamboard:

¿En qué piensas cuando escuchas la palabra educación? ¿Por qué? ¿Cómo podrías describir tus propias experiencias educativas en una palabra o frase? Explica tu respuesta.

Mi respuesta aquí	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE
NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE
NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE	NOMBRE

Social Justice Terms Gallery Walk Questions and Materials:

Estación #1: Escriban una definición de la palabra *privilegio*. Si pueden, escriban un ejemplo de privilegio.

Estación #2: Escriban una definición de la palabra *marginalización*. Si pueden, escriban un ejemplo de la marginalización.

Estación #3: Escriban una definición de la palabra *igualdad*. Si pueden, escriban un ejemplo de igualdad.

Estación #4: Escriban una definición de la palabra *equidad*. Si pueden, escriban un ejemplo de equidad.

Estación #5: Escriban una definición del término *justicia social*. Si pueden, escriban un ejemplo de la justicia social.

Estación #6: ¿Qué saben sobre la historia de discriminación contra gente latinx en los sistemas educativos de Los Estados Unidos?

Exit Task Prompt:

Habla con un compañero@ a tu lado. ¿Qué esperas aprender en esta unidad? ¿Qué piensas que te va a interesar? Comparte 1-2 ideas nuevas que aprendiste hoy.


Lesson	2
Standards	<p>Cultures:</p> <ul style="list-style-type: none"> - Practices to Perspectives: East LA Walkouts of 1968 demonstrate attitudes towards fighting against injustice <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to explain how Latinx students were historically discriminated against in education systems in the United States.
Mode(s) of Communication	<i>Interpretive communication</i>



Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Opener 10 minutes	<p>Post the opener Pear Deck for students to join. Explain that students will read through situations and decide if they highlight examples of marginalization, privilege, equity, equality, or social justice. Read each situation aloud. Give students about a minute to process and respond. Use the Pear Deck teacher dashboard to check on student progress. Show responses on the projector for all students to see and clarify the correct answer if the majority of students are getting a question incorrect. Give students more time for the last question, where they can post remaining questions they have and leave comments. Write down questions/comments that you will need to find an answer to and report back on tomorrow.</p>	<p>Pear Deck slides on projector</p> <p>Electronic devices for students to participate in the Pear Deck</p>

<p><i>Walkout</i> movie preparation - news article & handout</p> <p>30 minutes</p>	<p>Give each student a copy of the handout. Here, return to the sixth station of the gallery walk from Lesson 1 in which students were asked to write anything they know about the history of discrimination against Latinx people in United States education systems. Follow-up appropriately based on what students said they knew, if anything. If the class is unfamiliar with the East LA Walkouts, ask them what they think might have happened. Ask students if they know what <i>chicano/chicana</i> mean. Go over the meaning of this term, depending on what students know, and ask students to share how they prefer to be identified.</p> <p>Then, explain that students are going to read a news article describing the events and impact of the East LA Walkouts of 1968 and answer comprehension questions. I suggest letting students decide if they want to work alone or with a partner, as some students prefer to read aloud and others will want to read the article silently. Regardless of what choice students decide on, everyone will go over their answers to the comprehension questions with a partner after 15 minutes of work time.</p> <p>Circulate while students take five minutes to discuss their answers with a partner. Then go over the answers orally as a whole class. Call on pairs to share their answers. Students can write the answers to any questions they were unable to get on their own and in their pairs.</p>	<p>Printed or electronic copies of news article 50 años después de los 'East LA Walkouts', la lucha de los estudiantes latinos por la equidad educativa en Los Ángeles continúa</p> <p>Handout with article questions</p>
<p><i>Walkout</i> movie preparation - YouTube video</p> <p>15 minutes</p>	<p>Students watch a YouTube video that further introduces them to the Walkouts and Sal Castro. Instruct students to write down what they learn about leaders of the Walkouts and anything they can add to their handout about the impact of the Walkouts.</p> <p>Tell students to bring their handouts to class tomorrow because tomorrow's lesson will start by going over the video.</p>	<p>YouTube video Sal Castro & the 1968 East LA Walkouts projected</p>

Supporting Documents

Pear Deck:

<p>Sistemas educativos</p> <p>Día 2</p>	<p>¿Qué recuerdas de nuestra lección de ayer?</p>  <p>Students, write your response!</p>
<p>Términos importantes para hablar de la justicia social</p> <p>Lee cada situación y decide de qué es un ejemplo.</p>	<p>1. En una compañía grande, hay una sola mujer en una posición de liderazgo.</p>
<p>2. Una persona puede tomar una ducha de 30 minutos sin tener que preocuparse por el agua caliente.</p>	<p>3. En una clase de inglés, los estudiantes tienen una semana para escribir un ensayo. La maestra le da a un estudiante con discapacidades de aprendizaje tiempo extra para terminarlo.</p>
<p>4. Mujeres y hombres tienen el derecho de votar en los Estados Unidos.</p>	<p>5. Una persona con piel blanca no tiene que pensar en cómo tiene que comportarse con la policía.</p>

<p>6. Todos los miembros de una comunidad participan en protestas con la organización Black Lives Matter para luchar contra el racismo.</p> <p>Students choose an option</p>	<p>7. En los Estados Unidos, hay restricciones para hombres gay que quieren donar sangre.</p> <p>Students choose an option</p>
<p>8. La preparatoria le da una computadora portátil a cada estudiante para el modelo <i>aprendizaje a distancia</i>.</p> <p>Students choose an option</p>	<p>9. Una compañía decide empezar a usar plástico reutilizable en la producción de su producto y donar un porcentaje de sus ganancias a una organización que planta árboles.</p> <p>Students choose an option</p>
<p>10. Una estudiante quien recientemente inmigró a los Estados Unidos de un país donde se habla árabe lee un libro a su propio nivel de inglés mientras que sus compañeros/as de clase leen otro libro.</p> <p>Students choose an option</p>	<p>Preguntas/comentarios</p> <p>¿Cuáles son tus preguntas o comentarios sobre estos términos? ¿Hay algo que todavía no entiendes muy bien?</p> <p>Students, write your response!</p>
<p>¿Cómo te sientes con respecto a tu comprensión de estos términos importantes?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Students, drag the icon!</p>	

Pear Deck Answer Key:

1. C: marginalización
2. A: privilegio
3. D: equidad
4. B: igualdad
5. A: privilegio
6. C: justicia social
7. B: marginalización
8. C: igualdad

9. B: justicia social

10.D: equidad

Walkout Preparation Handout:

Preparación para ver la película *Walkout*

Nombre:

- Hablamos de sus respuestas de la sexta estación de la actividad de ayer.
- ¿Qué significa *chicano/a*?
 - ¿Cómo prefieres que la gente te identifique?

Instrucciones: Vas a leer un artículo que trata de los East LA Walkouts y la actual lucha por equidad educativa en Los Ángeles. Puedes leer individualmente o en voz alta con un compañero@. Mientras y después de leer, contesta las preguntas de comprensión. Hablamos todos juntos de las respuestas en 20 minutos.

[50 años después de los 'East LA Walkouts', la lucha de los estudiantes latinos por la equidad educativa en Los Angeles continúa](#)

1. ¿En qué año ocurrieron los Walkouts?
2. ¿Cuántos estudiantes participaron en los Walkouts?
3. ¿Qué porcentaje de estudiantes chicanos no se graduaron en esos días?
4. ¿Cuáles son algunos ejemplos de cómo las experiencias educativas de estudiantes latinx han mejorado?
5. En los Estados Unidos, la cantidad de estudiantes latinx que se gradúan de la universidad está aumentando rápidamente.
Cierto Falso
6. ¿Qué querían los estudiantes que participaron en los Walkouts?
Menciona 2-3 de sus demandas.

7. California tiene la población estudiantil latina más grande de los Estados Unidos.
Cierto Falso
8. ¿Por qué luchan los estudiantes latinx de Los Ángeles hoy?

Ahora vamos a ver [un filme](#) de 15 minutos.

1. ¿Quiénes fueron los líderes de los Walkouts mencionados en el video?
2. ¿Cuáles fueron sus demandas?
3. ¿Cuál fue el impacto de los Walkouts? (inmediatamente después y más tarde)
4. ¿Qué información sobre los Walkouts destaca más?

Walkout Preparation Handout Key:

Preparación para ver la película *Walkout*

Nombre:

- Hablamos de sus respuestas de la sexta estación de la actividad de ayer.
- ¿Qué significa *chicano/a*? **Es habitante de los Estados Unidos pero tiene orígenes mexicanos**
 - ¿Cómo prefieres que la gente te identifique?

Instrucciones: Vas a leer un artículo que trata de los East LA Walkouts y la actual lucha por equidad educativa en Los Ángeles. Puedes leer individualmente o en voz alta con un compañero@. Mientras y después de leer, contesta las preguntas de comprensión. Hablamos todos juntos de las respuestas en 20 minutos.

[50 años después de los 'East LA Walkouts', la lucha de los estudiantes latinos por la equidad educativa en Los Angeles continúa](#)

1. ¿En qué año ocurrieron los Walkouts? **1968**

2. ¿Cuántos estudiantes participaron en los Walkouts? **Más de 15.000 estudiantes**
3. ¿Qué porcentaje de estudiantes chicanos no se graduaron en esos días? **El 60 por ciento**
4. ¿Cuáles son algunos ejemplos de cómo las experiencias educativas de estudiantes latinx han mejorado? **Ahora los estudiantes latinx pueden estudiar en programas bilingües. Existen cursos de estudios étnicos. Pueden inscribirse en todos los cursos requeridos para ingresar a las universidades públicas de California.**
5. En los Estados Unidos, la cantidad de estudiantes latinx que se gradúan de la universidad está aumentando rápidamente.
Cierto **Falso**
6. ¿Qué querían los estudiantes que participaron en los Walkouts? Menciona 2-3 de sus demandas. **Querían nuevas escuelas con mejores recursos, cursos que reflejaban su historia y su cultura, educación bilingüe y más personal escolar latinx.**
7. California tiene la población estudiantil latina más grande de los Estados Unidos.
Cierto Falso
8. ¿Por qué luchan los estudiantes latinx de Los Ángeles hoy? **Luchan por nuevas escuelas, acceso a cursos avanzados, desayuno en las aulas, centros de bienestar, maestros competentes, DACA y la ciudadanía.**

Ahora vamos a ver [un filme](#) de 15 minutos.

1. ¿Quiénes fueron los líderes de los Walkouts mencionados en el

video?

Moctesuma Esparza - líder estudiantil

Sal Castro - maestro, organizó una conferencia para estudiantes chican@s de la preparatoria y de la universidad, arriesgó su carrera y su vida

Paula Crisostomo - líder estudiantil

2. ¿Cuáles fueron sus demandas? Un currículo más abierto, más comida variada, más cursos de historia mexicana-americana, más personal escolar latinx, más escuelas nuevas

3. ¿Cuál fue el impacto de los Walkouts? (inmediatamente después y más tarde) inmediatamente después - mucha violencia policial, infiltración del FBI en grupos estudiantiles
 Una semana después, el consejo escolar se reunió con las familias y los estudiantes para escuchar sus demandas. El consejo escolar no hizo nada. La noche del baile *prom*, arrestaron a Sal Castro y a varios estudiantes involucrados en los Walkouts. El siguiente año escolar, Sal Castro perdió su posición como maestro. Esto llevó a más protestas.
 más tarde - más estudiantes chican@s estudiando en las universidades de California y más personas chican@s como administradores de escuelas

4. ¿Qué información sobre los Walkouts destaca más? Las respuestas variarán.
 - los estereotipos de east LA en un artículo de la revista *Time*
 - la violencia
 - el rechazo de sus demandas
 - la persistencia de los estudiantes

Lesson	3
Standards	<p>Cultures:</p> <ul style="list-style-type: none"> - Practices to Perspectives: East LA Walkouts of 1968 demonstrate attitudes towards fighting against injustice <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to explain how Latinx students were historically discriminated against in education systems in the United States.
Mode(s) of Communication	<i>Interpretive Communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Return to Pear Deck questions/comments</p> <p>10 minutes</p>	<p>Post student questions and comments from the Pear Deck about social justice terminology from yesterday's lesson. Tell students it is important to address their questions as the terminology will be used throughout the unit and throughout the school year.</p> <p>*Note: This activity will depend on what students wrote in the Pear Deck. It is ok to admit that you could not find the answer to something and to invite students to help you keep investigating. I highly suggest keeping questions/comments from this activity and ones that arise throughout the unit in a visible space of the classroom so you can return to them often. You can refer to this as your question wall.</p>	<p>Pear Deck questions/comments projected on the whiteboard and written on large paper to be hung up in a visible part of the room</p>
<p>Return to <i>Walkout</i> movie</p>	<p>Before class, use the whiteboard and/or walls around the room to pose the questions <i>What did you learn about leaders of the 1968 Walkouts? What was one</i></p>	<p><i>Walkout</i> preparation handout</p>

preparation - YouTube video from yesterday 10 minutes	<i>impact of the Walkouts? What was one interesting thing you learned from the video or one question you have?</i> Instruct students to get out their handouts from yesterday. Give each student three post-it notes. Read aloud the three prompts around the room and give students a few minutes to write an answer to each prompt. Students do not need to write their names on their post-it notes. When they are ready, tell them to get up and stick their post-it notes under each prompt. Then they can return to their seats. Reach each prompt and highlight student comments under each one. Note if there are any questions that should be added to the question wall.	from Lesson 2 Post-it notes Paper or whiteboard space to write the three prompts on
<i>Walkout</i> movie 35 minutes	Give each student a copy of the movie handout. Explain that as they watch the movie, they will fill out the handout to describe each main character and write down all examples of discrimination against Latinx students they see. Play the first 30 minutes of the movie. Before students leave class, have them turn to a partner and share one thing they wrote down on their handout today.	Copy of <i>Walkout</i> movie to project (I purchased the movie to stream from Amazon Prime video) Movie handout

Supporting Documents
<p>Walkout Post-it Note Questions:</p> <p>¿Qué aprendiste sobre los líderes de los Walkouts de 1968?</p> <p>¿Cuál fue uno de los impactos de los Walkouts?</p> <p>¿Qué fue algo interesante que aprendiste del video ayer o una pregunta que tienes?</p> <p>Movie Handout:</p> <p>La película <i>Walkout</i> Nombre:</p> <p>Mientras miramos la película, toma apuntes sobre los personajes principales y todos los ejemplos de discriminación contra estudiantes latinx.</p>

Personaje	¿Cómo es? ¿Cuál es su papel? ¿Cuáles son sus decisiones y acciones importantes?
Paula Crisostomo	
Sal Castro	
Moctesuma Esparza	
Vickie Castro	
Carlos Montes	
Panfilo Crisostomo - el padre de Paula	
Francis Crisostomo - la madre de Paula	
Bobby Verdugo	
Robert Avila	
Mr. Hurley	

Nota cada ejemplo de discriminación que ves contra estudiantes latinx.

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Movie Handout Key:

La película *Walkout*

Nombre:

Mientras miramos la película, toma apuntes sobre los personajes principales y todos los ejemplos de discriminación contra estudiantes latinx.

Personaje	¿Cómo es? ¿Cuál es su papel? ¿Cuáles son sus decisiones y acciones importantes?
Paula Crisostomo	Es estudiosa. Le interesa la causa chicana después de pasar el fin de semana en la conferencia para estudiantes chican@s. Escribe un artículo sobre la injusticia que sufren los estudiantes chicanos. Comparte una encuesta para que el grupo estudiantil pueda traer la información al consejo escolar. Propone el walkout. El director de su preparatoria le advierte que la consecuencia de su participación en el walkout sea la expulsión. Después de los walkouts, le pide perdón a su padre.
Sal Castro	Es maestro de historia. Quiere que sus estudiantes sepan la verdad de su historia como chican@s y que se gradúen. No le tema nada. Le da sus consejos al grupo estudiantil. Enfatiza la importancia de ser organizados. Es arrestado.
Moctesuma Esparza	Asiste a UCLA. Le dice a Paula que es una líder. Es uno de los líderes del grupo estudiantil. Es arrestado.
Vickie Castro	Es estudiante universitaria. Trabaja con Mocte para promover la educación universitaria entre chican@s.
Carlos Montes	Es un líder de los Brown Berets. Le importa protestar contra la brutalidad de la policía.
Panfilo Crisostomo - el padre de Paula	Es muy serio. No quiere que Paula participe en ninguna actividad del grupo estudiantil chicano. Es de Las Filipinas y dice que Paula no es chicana. La llama a Vickie una agitadora. Está enojado cuando ve a Paula protestando en la televisión. Le echa de la casa. Al final, piensa que Paula no debe rendirse.
Francis Crisostomo - la madre de Paula	Le permite a Paula ir a la conferencia de los estudiantes chicanos. Trata de ser comprensiva. Le advierte a Paula a tener cuidado después del primer walkout. Participa en el último walkout llevando la bandera de los Estados Unidos.
Bobby Verdugo	Es el novio de Yoli. Hace tonterías. Piensa que no va a graduarse. Se convierte en alguien orgulloso de

	ser chicano y con ganas de asistir a la universidad.
Robert Avila	Dice que una persona no puede ser mexicana y americana a la vez. Es miembro de los Brown Berets. No le gusta la idea del walkout. Aprendemos que es policía.
Mr. Hurley	No les permite a los estudiantes usar el baño durante el almuerzo. Es un hombre enojado. No cree en las capacidades de los estudiantes latinx. Le ordena a Fernie a limpiar el patio como castigo.

Nota cada ejemplo de discriminación que ves contra estudiantes latinx.

- En los libros de texto no hay nada de los chican@s. Su historia no existe según esos libros.
- No tienen acceso a los baños durante el almuerzo
- Hay maestros que hablan de cómo los estudiantes latinx no son capaces de asistir a la universidad
- Un maestro les pegó a dos estudiantes que hablan español en clase.
- Paula nota que la biblioteca de su preparatoria no tiene tantos libros variados como la de otra preparatoria.
- Fernie tiene que limpiar basura como castigo
- Brutalidad policial contra los estudiantes quienes participan en los walkouts

Lesson	4
Standards	<p>Cultures:</p> <ul style="list-style-type: none"> - Practices to Perspectives: East LA Walkouts of 1968 demonstrate attitudes towards fighting against injustice <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level</p>

	(e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Objectives	<ul style="list-style-type: none"> Students will be able to explain how Latinx students were historically discriminated against in education systems in the United States.
Mode(s) of Communication	<i>Interpretive Communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<i>Walkout</i> movie 55 minutes	<p>Spend the first five minutes of class going over what students wrote about characters from the first 35 minutes of the movie yesterday. Project the handout on the whiteboard and ask students to share information that you will write down on the whiteboard. Students can follow along with their own copies and add anything they are missing at this point.</p> <p>Continue playing the next 50 minutes of the movie. Remind students to continue filling out the handout by adding more information on each main character and writing down all examples of discrimination against Latinx students they see. Tell students that they will walk the last part of the movie tomorrow and begin post-viewing activities.</p>	<p>Copy of <i>Walkout</i> movie to project</p> <p>Movie handout from Lesson 3</p>

Supporting Documents
Movie Handout and Key from Lesson 3

Lesson	5
Standards	<p>Cultures:</p> <ul style="list-style-type: none"> Practices to Perspectives: East LA Walkouts of 1968 demonstrate attitudes towards fighting against injustice <p>Connections:</p>

	<ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to explain how Latinx students were historically discriminated against in education systems in the United States.
Mode(s) of Communication	<i>Interpretive Communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<i>Walkout</i> movie 30 minutes	Instruct students to get out their movie handouts from the last two lessons. Remind them to continue filling out the handout by adding more information on each main character and writing down all examples of discrimination against Latinx students they see.	<i>Walkout</i> movie to project Movie handout from Lesson 3
Handout review 15 minutes	Once the movie is finished, have students line up in two lines facing each other. One line will rotate throughout the activity while the other will stay put. Students will stay with their partners for one minute before the moving line rotates to their right. Instruct students to share one answer to each question on the movie handout per minute. There will be ten rotations total. The first minute will be for discussing the character Paula, the second minute for discussing Sal, etc. If students finish talking about characters/examples of discrimination before the minute is up, they can begin going over the next one. Use a timer, bell, or other signal to tell students when it is time to rotate. Encourage	Timer to display

	students to add information they are missing that their partner shares. Have students turn in their handouts at the end of class so you can look at their work before the next class.	
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Supporting Documents
Movie Handout and Key from Lesson 3

Week 2

Lesson	6
Standards	<p>Cultures:</p> <ul style="list-style-type: none"> - Products to Perspectives: The poem <i>Yo soy Joaquín</i> demonstrates the complexity of Chicano identity and pride in one's identity <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Communities:</p> <ul style="list-style-type: none"> - Lifelong Learning: The use of journal prompts for reflection throughout the unit <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> ● Students will be able to write reflections on topics related to education. ● Students will be able to explain how Latinx students were historically discriminated against in education systems in the United States.
Mode(s) of Communication	<p><i>Presentational Communication</i></p> <p><i>Interpretive Communication</i></p> <p><i>Interpersonal Communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Kahoot 10 minutes	Welcome students to class and instruct students to join the Kahoot. As you wait for students to join the Kahoot, explain to students that the game will review characters and events from the movie. As you play, take time to explain commonly missed questions to deepen understanding.	<i>Walkout</i> <i>Kahoot</i> Electronic devices to play Kahoot
Teacher response to Journal #1, Journal prompt #2, share out 20 minutes	<p>Instruct students to open up their journals. Remind them that journals will be graded at the end of the unit. Give students a couple minutes to read over your comments from prompt #1 and answer any questions you left.</p> <p>Show students prompt #2: What character from the movie do you most identify with? Why? Would you get involved in the walkouts? Why or why not? Give them 5-10 minutes to respond. Write your own journal response during this time, too.</p> <p>Set up the Padlet beforehand so you can share the link with students once they are done with their journal response. Students should share one part of their answer for each question in the prompt. They can remain anonymous. Give students five minutes to make their post, read over other posts, and choose a few to like or comment on. Look at responses as a whole class and discuss if there is a clear winner for the character they most identify with or if they would participate in the walkouts.</p>	<p>Journaling document from Lesson 1</p> <p>Timer to display</p> <p>Padlet to display on project</p> <p>Electronic devices to post on Padlet</p>
Introduction to <i>Yo soy Joaquín</i> poem 25 minutes	<p>Ask students what they remember about the <i>Yo soy Joaquín</i> recitation in the movie <i>Walkout</i>. Then, replay this scene from 18:28-20:52. As they watch and listen, ask them to write down key words or draw images of what stands out to them. Have them turn to a partner and share what they wrote or drew afterward.</p> <p>Tell students that this poem was written by Rodolfo “Corky” Gonzáles. Ask if anyone knows anything about Corky Gonzáles. Give students 3 minutes to do an internet search to investigate who Corky Gonzáles was. After three minutes, every student must come up to the whiteboard and write down one thing they learned about him. Read off what students have written.</p>	<p><i>Walkout</i> movie to project</p> <p>Timer to display</p> <p>Electronic devices</p> <p><i>Yo soy Joaquín</i></p>

	<p>Share the <i>Yo soy Joaquín</i> slides with students now, or do this before class. Students need editing access to the slides. Divide students into six groups. Each group is assigned one question to answer in the slideshow. Have students move so they are sitting by their group members. Ask them to read their question together, start brainstorming potential answers, and type everyone in the group's name on their assigned slide.</p> <p>Replay the recitation scene in the movie one or two more times. Then give students the rest of class to collaborate and answer their question. One or two students in each group should be responsible for typing their answer. One or two students will be responsible for sharing their answer aloud with the whole class and one other student (if there is one) should be in charge of making sure everyone contributes to the group answer.</p> <p>Tell students that groups will share their answers at the beginning of class tomorrow.</p>	slides
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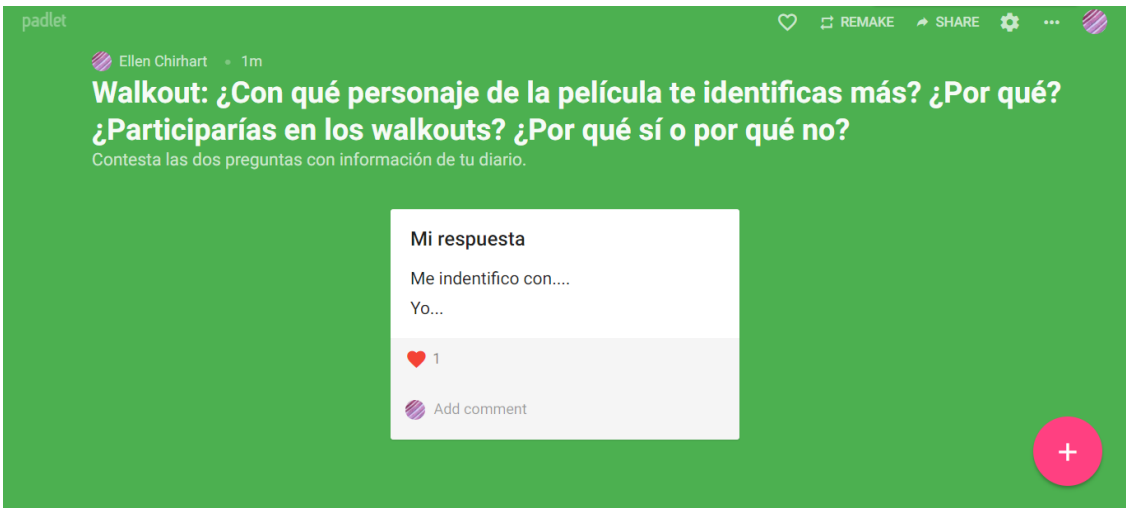
Supporting Documents

Journal Prompt #2:

Diario #2 Fecha:

¿Con qué personaje de la película te identificas más? ¿Por qué?
 ¿Participarías en los walkouts? ¿Por qué sí o por qué no?

Padlet:



***Yo soy Joaquín* Slides:**

<p><i>Yo soy Joaquín</i> ...</p>		<p>¿Cuáles son los temas principales del poema?</p>
<p>¿Quién piensan que es Joaquín?</p>	<p>¿Qué es el significado de usar inglés y español en este poema?</p>	
<p>¿Por qué leyó el señor Castro este poema como parte de la conferencia de liderazgo?</p>	<p>¿Qué revela este poema sobre esa época de la historia?</p>	
<p>¿Para quién es este poema? ¿Cómo saben?</p>		

Lesson	7
Standards	<p>Cultures:</p> <ul style="list-style-type: none"> - Products to Perspectives: The poem <i>Yo soy Joaquín</i> demonstrates the complexity of Chicano identity and pride in one's identity <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Communities:</p> <ul style="list-style-type: none"> - Lifelong Learning: Self-assessments for reflection throughout the unit

	Justice Domain: 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Objectives	<ul style="list-style-type: none"> Students will be able to explain how Latinx students were historically discriminated against in education systems in the United States. Students will be able to give a presentation about a historic event related to discrimination against Latinx students and/or the Latinx student fight for justice.
Mode(s) of Communication	<i>Presentation communication</i> <i>Interpretive communication</i> <i>Interpersonal communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Share out of <i>Yo soy Joaquín</i> poem analysis questions 15 minutes	Welcome students to class and instruct them to get into their groups from yesterday. Give everyone a few minutes to finish up answering their question about <i>Yo soy Joaquín</i> and prepare what they will share out with the whole class. Replay the recitation scene from the movie if anyone needs one last refresher. Remind students that when analyzing a text like this poem, there isn't necessarily one right answer. What is most important is that students back up their ideas with support from the poem. Project the slides while the representatives from each group explain their answer to their question to the rest of the class. Invite classmates to contribute ideas to the answer, ask questions, and express agreement or disagreement.	Electronic devices <i>Yo soy Joaquín</i> slides from yesterday to project
Conversations: social justice terms and the movie	Have students split into pairs in their groups from the poem analysis activity. If there are any groups of three, they can stay in those trios. Tell students the last activity with the movie is to return to the social justice terms from last week and think about how they connect	Social justice terms written on the whiteboard

<p><i>Walkout</i></p> <p>20 minutes</p>	<p>to the events of the movie. Remind students of the terms <i>privilege, marginalization, equality, equity, and social justice</i>. Ask students to discuss how each of these terms is relevant to the movie. Also give students time to consider the parallels between the experiences of chican@ students in LA in 1968 and their own experiences/the experiences of Latinx youth in today's schools. Students may want to take notes so they are prepared to share out ideas. Encourage them to write down questions they have at this time, too.</p> <p>Circulate around the room while students talk with their partners. Listen and encourage them. Help anyone who seems to be stuck. These are important conversations that should not be rushed. When you feel students have had enough time to discuss, bring the whole class back together. First, let volunteers share the connections they made to the social justice terms and the movie. Encourage students to participate after the volunteers have shared. If students don't feel comfortable asking questions in front of the whole class, they can write their questions down and leave them with you.</p> <p>Potential ideas: Privilege is seen when Paula is in the library at Pasadena High School and she notices the plentitude of books in their library. The chican@ students are marginalized throughout the movie, but perhaps the biggest examples are that they are physically punished for speaking Spanish and they are not allowed to take the rigorous college-prep courses. Equality is largely absent from the movie, but some of the teachers in the movie might have argued that making everyone speak English and eat the same cafeteria food is equality. Equity is what the chican@ students want; they want bilingual education and more school staff that look like them because it is what they need to be successful. Students participate in the walkouts in the name of social justice. Mr. Castro mentors the chican@ students because he knows it is right to act out against injustice, even if it puts his job and life at risk.</p> <p>Student parallels between the context of the movie and today will vary. Be sensitive to what students are willing to share. They might say that textbooks have not gotten any better; their history is still largely absent. They might talk about DACA or how there are fewer Latinx students than white students in advanced courses. There is little Latinx representation in the school staff.</p>	
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	<p>*Note: As this discussion comes to a close, it might be a good time to return to your question wall. Are there any questions that can be answered or any questions that can be added? If students want, let them add their questions from today's discussion to the wall.</p>	
<p>Student self-assessments</p> <p>5 minutes</p>	<p>The first round of student self-assessments serves as a transition activity. Have students get out their can-do statements document that was shared with them on Lesson 1. Students should write today's date in the first column. Read off the description of the 4-3-2-1 scale aloud and then read each statement. Students should rate themselves on the 4-3-2-1 scale for each statement. If a statement hasn't been taught yet, they can write 0. Remind them that the goal is to see improvement in each area throughout the unit.</p> <p>Have them turn to a partner and share one strength and one area they would like to improve on so far.</p>	<p>Can-do statements document from Lesson 1</p>
<p>Introduction to project</p> <p>15 minutes</p>	<p>Introduce students to the first summative presentational assessment. Give each student a copy of the investigative project handout. Read the handout aloud. Explain that students will work in groups of two to three to investigate an event related to discrimination against Latinx students in education systems. They will create a 15-20 minute presentation to give to the class. The presentation will include connections to social justice themes and an activity so classmates can dive deeper into the topic. Tell students they will have three workdays to create their project and then there will be two days for presentations. Ask any questions they have at this time and tell them you will go over the grading rubric in more detail tomorrow.</p> <p>Give students the rest of class time to decide their groups (I let my students choose, but you know your students best) and their topics. Groups cannot repeat topics. You will want to ensure students can access the internet to do a search of topics that they may not know about before they choose.</p>	<p>Investigative project handout with explanation and grading rubric</p>

Supporting Documents
<p><i>Yo soy Joaquin</i> Slides from Lesson 6</p> <p>Can-Do Statements Document from Lesson 1</p>

Investigative Project Handout (adapted from Profe Nygaard, 2018, Teachers Pay Teachers):

Proyecto investigativo

Nombre:

Objetivos:

- Puedo explicar cómo los estudiantes latinx fueron históricamente discriminados en los sistemas educativos de los Estados Unidos.
- **Justicia 13:** Puedo explicar el impacto a corto y a largo plazo que tienen las palabras y los comportamientos basados en prejuicios, así como las prácticas, leyes e instituciones injustas que limitan los derechos y libertades de las personas basándose en sus grupos de identidad colectiva.
- **Justicia 15:** Puedo identificar figuras, grupos, eventos y una variedad de estrategias y filosofías relevantes para la historia de la justicia social alrededor del mundo.

Instrucciones:

En grupos de 2-3, ustedes van a investigar un evento histórico que tiene que ver con las experiencias educativas de los estudiantes latinx. Van a crear una presentación de 15-20 minutos usando Google Slides, Prezi, o Adobe Spark para presentar a la clase entera.

En su presentación, necesitan incluir...

- los hechos más importantes del evento (¿Qué pasó? ¿Cuándo? ¿Cómo? ¿Por qué?)
- los participantes más importantes del evento (¿Quiénes son/fueron? ¿Cómo eran? ¿Qué hicieron?)
- una explicación de cómo este evento relaciona con la justicia social y nuestros términos importantes
- más de una perspectiva relevante (¿Cuál fue el impacto de este evento para grupos diversos?)
- 5 + fotos
- un video (5 minutos como máximo) que explica el evento
- una actividad de comprensión para sus compañer@s de clase

para que se entiendan mejor el evento (puede ser una discusión, un Kahoot, una pruebita, una encuesta, etc.)

Los eventos:

- Plyler v. Doe
- Serna v. Portales Municipal School District
- Aspira v. Board of Education of the City of New York
- Mendez v. Westminster
- Lemon Grove Incident
- Ayotzinapa - secuestro de 2014
- Movilización estudiantil en Chile 2011-2013
- Tlatelolco: Massacre de 1968
- Arizona Ley HB 2281
- Arizona Proposition 203
- Veto of California AB 331

Investigative Project Grading Rubric (adapted from Glynn, et al., 2018; Profe Nygaard, 2018, Teachers Pay Teachers):

La rúbrica:

	4 - A	3 - B	2 - C	1 - D
Conocimiento del contenido	Produce una clara y precisa representación del contenido y llega a conclusiones profundas.	Produce una precisa representación del contenido con dominio suficiente.	Produce una precisa representación del contenido de alguna manera, pero omite unos detalles críticos.	Produce una representación imprecisa del contenido por omitir detalles críticos.
Entendimiento de la justicia social	Demuestra comprensión compleja y detallada de la cuestión de justicia social.	Demuestra comprensión apropiada de la cuestión de justicia social.	Demuestra comprensión limitada de la cuestión de justicia social.	No demuestra comprensión de la cuestión de justicia social.

La presentación oral	Los miembros del grupo hablan en voz alta con fluidez. La pronunciación es muy buena y es fácil entender todo. Es obvio que el grupo está bien preparado.	Los miembros del grupo hablan en voz alta con fluidez durante la mayoría de la presentación. La pronunciación es buena y es fácil entender todo. Es obvio que el grupo está preparado.	Es un poco difícil oír o entender a los miembros del grupo. Hay una falta de fluidez y algunos errores de pronunciación. Es obvio que el grupo no está preparado.	Es muy difícil oír y entender a los miembros del grupo. Hay una falta de fluidez y muchos errores de pronunciación. Es obvio que el grupo no está preparado.
La actividad para la clase	La actividad para la clase hace que los estudiantes entiendan mejor el evento. La actividad está bien organizada e involucra a todos los estudiantes	La actividad para la clase hace que los estudiantes entiendan mejor el evento, pero la actividad no está bien organizada y/o no involucra a todos los estudiantes	La actividad para la clase hace que los estudiantes entiendan mejor el evento, pero la actividad no está bien organizada y no involucra a todos los estudiantes	La actividad para la clase no hace que los estudiantes entiendan mejor el evento.

Lesson	8
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to give a presentation about a historic event related to discrimination against Latinx students and/or the Latinx student fight for justice.

Mode(s) of Communication	<i>Presentational communication</i> <i>Interpretive communication</i>
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Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Investigative project reminders 15 minutes	<p>Welcome students to class and project the groups and chosen events that students chose for their investigative projects yesterday. Read the grading rubric aloud so students know exactly how they will be graded. Remind them that everyone in their group will get the same grade. Give students time to ask more questions about the project and presentation.</p> <p>Share the investigative project planning handout electronically with students so that each group has editing access to one copy. Explain that students will divide up the research so everyone focuses on two-three areas. Students should finish all research before they start making the visual presentation.</p>	<p>Investigative project handout with explanation and grading rubric</p> <p>Investigative project planning handout</p>
Project work time 35 minutes	<p>Tell students their first step is to decide which two-three areas of research each group member will focus on. They should write their names in these sections of the planning document. Then they should begin their research. They will likely need time to finish the planning document tomorrow. Circulate around the room while students work to check in with each group. Encourage students to ask for help if they are unsure if they are finding appropriate sources or understanding information. Tell students you will be doing more formal check-ins with groups during the next two days of class.</p> <p>At the last five minutes of class, have them discuss as a whole group what is going well and what they need to finish researching. Have each group share with the whole class.</p>	<p>Investigative project handout with explanation and grading rubric</p> <p>Investigative project planning handout</p> <p>Electronic Devices for investigation and presentation creation</p>

Supporting Documents
Investigative Project Handout (adapted from Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7

Investigative Project Grading Rubric (adapted from Glynn, et al., 2018; Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7

Investigative Project Planning Handout:

Preparación para el proyecto investigativo

Nuestro evento:

Nombres:

Dividan el trabajo entre el grupo. Necesitan llenar este documento con toda la información pertinente antes de empezar la presentación visual. Cada miembro del grupo necesita investigar por lo menos dos de estas categorías.

Los hechos más importantes del evento

¿Qué pasó? ¿Cuándo? ¿Cómo? ¿Por qué? (1-2 estudiantes)

Nombres:

Información pertinente aquí:

Los participantes más importantes del evento

¿Quiénes son/fueron? ¿Cómo eran? ¿Qué hicieron? (1-2 estudiantes)

Nombres:

Información pertinente aquí:

Explicación de cómo este evento relaciona con la justicia social y nuestros términos importantes

(1-2 estudiantes)

Nombres:

Información pertinente aquí:

Las perspectivas relevantes

¿Cuál fue el impacto de este evento para grupos diversos? (1-2

estudiantes)

Nombres:

Información pertinente aquí:

5 + fotos

(1 estudiante)

Nombre:

Fotos aquí:

Un video (5 minutos como máximo) que explica el evento

(1 estudiante)

Nombre:

Enlace para el video aquí:

Lesson	9
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to give a presentation about a historic event related to discrimination against Latinx students and/or the Latinx student fight for justice.
Mode(s) of Communication	<p><i>Presentation communication</i></p> <p><i>Interpretive communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Project work time 55 minutes	<p>Welcome students to class and let them get into their project groups right away. Tell students they first need to finish the planning document from yesterday. Advise them to use their time wisely, as they must finish the planning document and begin their visual presentation by the end of class today. Tell groups they must have a mini-conference with you before they can begin the visual presentation. This will ensure grupos present accurate information, meet all the requirements, and share the work equally.</p> <p>Circulate while students continue working. Tell groups to raise their hands when they are done with the planning handout so you can meet with them. Mini-conferences should take anywhere from 3-10 minutes, depending on accuracy and thoroughness. Once groups finish their conferences with you, they can start their visual presentation using Google Slides, Prezi, Adobe Spark, or another format of their choice approved by you.</p>	<p>Investigative project handout from Lesson 7</p> <p>Investigative project planning handout from Lesson 8</p> <p>Electronic devices</p>

Supporting Documents
<p>Investigative Project Handout (adapted from Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7</p> <p>Investigative Project Grading Rubric (adapted from Glynn, et al., 2018; Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7</p> <p>Investigative Project Planning Handout from Lesson 8</p>

Lesson	10
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p>

	<p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> Students will be able to give a presentation about a historic event related to discrimination against Latinx students and/or the Latinx student fight for justice.
Mode(s) of Communication	<p><i>Presentational communication</i></p> <p><i>Interpretive communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Project work time</p> <p>55 minutes</p>	<p>Welcome students to class and let them get into their project groups right away. Remind students that this is their last day to finish their projects and that presentations will start in the next lesson. All groups should be working on their visual presentations at this point, but make sure there are no last mini-conferences to hold. Suggest that groups focus on their presentation themes, fonts, etc. last so they don't waste time.</p> <p>Circulate around the room while groups continue working. Once the visual presentation is ready to go, students should create their comprehension activity (discussion questions, Kahoot, Quizlet, comprehension quiz, etc.).</p> <p>The last 10-15 minutes of class, make sure groups have given you access to their presentations and their comprehension activities. Remind groups to read the grading rubric to make sure they have all requirements for the grades they want. Tell them that they will use the grading rubric to evaluate two other groups and give feedback during the presentations. Give groups time to practice the oral presentation at least once, making sure that all group members speak.</p> <p>Determine the order of presentations. You might let groups volunteer to go first or assign groups randomly. You should be able to get through three groups per day, so presentations may take more or less time depending on your class size.</p>	<p>Investigative project handout from Lesson 7</p> <p>Investigative project planning handout from Lesson 8</p> <p>Electronic devices</p>

Supporting Documents
Investigative Project Handout (adapted from Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7
Investigative Project Grading Rubric (adapted from Glynn, et al., 2018; Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7
Investigative Project Planning Handout from Lesson 8

Week 3

Lesson	11
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to give a presentation about a historic event related to discrimination against Latinx students and/or the Latinx student fight for justice.
Mode(s) of Communication	<i>Presentational communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Investigative project presentations (3)	Have the order of group presentations projected or written on the board as students come into class. Give all students two copies of the peer evaluation handout. Remind the class that students are graded as a group, not individually. Explain that each student will complete the	Group presentations for the day projected

55 minutes	<p>evaluation for two groups besides their own. Ensure all students know which groups they will be evaluating beforehand. Remind students that the point of giving feedback is to help each other grow.</p> <p>Then begin the presentations. Complete the grading rubric for each group as they present. Once all groups are done presenting, they will receive the anonymous feedback from their peers and your feedback.</p> <p>At the end of class, collect the peer evaluations that were completed today. Share the order of the groups presenting tomorrow. Make a few statements highlighting positive aspects of today's presentations.</p> <p>*Note: check over the peer evaluations before giving them to each group to ensure comments are appropriate. This is also an opportunity to see if any of the questions students wrote down could be added to the question wall for the unit.</p>	<p>Investigative project grading rubric from Lesson 7</p> <p>Investigative project peer evaluation handout</p>
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Supporting Documents				
<p>Investigative Project Grading Rubric (adapted from Glynn, et al., 2018; Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7</p> <p>Investigative Project Peer Evaluation Handout:</p> <p>El proyecto investigativo - evaluación de tus compañer@s</p> <p>Durante las presentaciones, pon un círculo alrededor de la nota que piensas que merece el grupo en cada categoría. Después, termina las dos frases.</p> <p>Grupo #:</p>				
	4 - A	3 - B	2 - C	1 - D
Conocimiento del contenido	Produce una clara y precisa representación del contenido y llega a conclusiones profundas.	Produce una precisa representación del contenido con dominio suficiente.	Produce una precisa representación del contenido de alguna manera, pero omite unos detalles críticos.	Produce una representación imprecisa del contenido por omitir detalles críticos.
Entendimiento de la justicia social	Demuestra comprensión compleja y detallada de la cuestión de justicia social.	Demuestra comprensión apropiada de la cuestión de justicia social.	Demuestra comprensión limitada de la cuestión de justicia social.	No demuestra comprensión de la cuestión de justicia social.

La presentación oral	Los miembros del grupo hablan en voz alta con fluidez. La pronunciación es muy buena y es fácil entender todo. Es obvio que el grupo está bien preparado.	Los miembros del grupo hablan en voz alta con fluidez durante la mayoría de la presentación. La pronunciación es buena y es fácil entender todo. Es obvio que el grupo está preparado.	Es un poco difícil oír o entender a los miembros del grupo. Hay una falta de fluidez y algunos errores de pronunciación. Es obvio que el grupo no está preparado.	Es muy difícil oír y entender a los miembros del grupo. Hay una falta de fluidez y muchos errores de pronunciación. Es obvio que el grupo no está preparado.
La actividad para la clase	La actividad para la clase hace que los estudiantes entiendan mejor el evento. La actividad está bien organizada e involucra a todos los estudiantes	La actividad para la clase hace que los estudiantes entiendan mejor el evento, pero la actividad no está bien organizada y/o no involucra a todos los estudiantes	La actividad para la clase hace que los estudiantes entiendan mejor el evento, pero la actividad no está bien organizada y no involucra a todos los estudiantes	La actividad para la clase no hace que los estudiantes entiendan mejor el evento.

Me gusta mucho que....

Una pregunta que tengo es...

Lesson	12
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to social studies by learning about the history of discrimination against Latinx students in education systems in the U.S. <p>Justice Domain:</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>

Objectives	<ul style="list-style-type: none"> Students will be able to give a presentation about a historic event related to discrimination against Latinx students and/or the Latinx student fight for justice.
Mode(s) of Communication	<i>Presentation communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Investigative project presentations (3) 55 minutes	<p>Have the order of group presentations projected or written on the board as students come into class. Ask students to get out their remaining copies of the peer evaluation handout. Remind the class that students are graded as a group, not individually. Remind students that the point of giving feedback is to help each other grow.</p> <p>Then begin the second day of presentations. Complete the grading rubric for each group as they present. Once all groups are done presenting, they will receive the anonymous feedback from their peers and your feedback.</p> <p>At the end of class, collect the peer evaluations that were completed today. Make a few statements highlighting positive aspects of today's presentations or of the presentations overall.</p> <p>*Note: check over the peer evaluations before giving them to each group to ensure comments are appropriate. This is also an opportunity to see if any of the questions students wrote down could be added to the question wall for the unit.</p> <p>If you have time, give each group their feedback from you and their peers so they can read it over today. Otherwise, hand these back at the beginning of class tomorrow.</p>	<p>Group presentations for the day projected</p> <p>Investigative project grading rubric from Lesson 7</p> <p>Investigative project peer evaluation handout from Lesson 12</p>

Supporting Documents
<p>Investigative Project Grading Rubric (adapted from Glynn, et al., 2018; Profe Nygaard, 2018, Teachers Pay Teachers) from Lesson 7</p> <p>Investigative Project Peer Evaluation Handout from Lesson 11</p>

Lesson	13
Standards	Communities: <ul style="list-style-type: none"> - Lifelong Learning: The use of journal prompts for reflection throughout the unit Action Domain: 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
Objectives	<ul style="list-style-type: none"> • Students will be able to write reflections on topics related to education. • Students will be able to express opinions about their educational experiences.
Mode(s) of Communication	<i>Presentational communication</i> <i>Interpersonal communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Welcome 5 minutes	Welcome students to class. Hand groups their grading rubric from you and their peer evaluations back if you did not do so yesterday. Take the first few minutes to celebrate students' hard work and to address if there are any questions that were added to the question wall or questions that could be answered. When addressing the question wall, you might want to choose a student you think would do well with a leadership role to help you.	Question wall (if applicable)
Teacher response to Journal #2, Journal prompt #3 15 minutes	<p>Instruct students to open up their journals. Remind them that journals will be graded at the end of the unit. Give students a couple minutes to read over your comments from prompt #2 and answer any questions you left.</p> <p>Show students prompt #3: Tell me about your group project. Did group members work well together? What worked and what didn't? What did you learn from your own project and your classmates' projects? What will you do with this new learning?</p> <p>Give them 5-10 minutes to respond. Write your own reflection during this time, too. Consider what parts of the project worked and what didn't. Reflect on how well students were able to relate their event to social justice terms and how well they could see the event from various perspectives.</p>	Journaling document from Lesson 1 Timer to display

Small and whole group discussion - students' educational experiences 35 minutes	<p>Count students off into groups of 3-5 and have them move into their groups with desks or chairs in a circle. Project the slides so they can see the possible roles of each group member. Either give each group a paper copy of the slides for taking notes, or give each group access to edit the slides. Give each group a talking piece, which could be a marker, board game piece, penny, etc. Explain that whoever holds the talking piece takes their turn to speak and then passes it to the person next to them. Tell groups they can proceed at their own pace, but they should aim to spend about two minutes on each question. Instruct them to decide on their roles and begin their conversations.</p> <p>Circulate during conversations to listen and help groups stay on task. After about 25 minutes, bring the group back together. You can decide if you want to discuss their answers to every single question or pick out a few. The representatives from each group member should share out. I would definitely discuss questions 3, 5, 8, 9, and 11. Open the conversation up to any other thoughts, questions, comments, concerns that weren't included in the 12 questions.</p> <p>*Note: be honest with yourself as the teacher before, during, and after this activity. Are you prepared for potential criticism of some of your own practices and beliefs? Let yourself be vulnerable with students and really listen to them.</p> <p>Be sure to thank students for their participation as the class period comes to a close.</p>	<p>Conversation slides to be projected</p> <p>Electronic or paper copy of the conversation slides for each group</p> <p>Electronic devices if using electronic copies of slides</p>
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Supporting Documents

Journal Prompt #3:

Diario #3

Fecha:

Cuéntame de tu proyecto grupal. ¿Cómo trabajaron juntos los miembros de tu grupo? ¿Qué funcionó y qué no? ¿Qué aprendiste de tu propio proyecto y de los proyectos de tus compañer@s de clase? ¿Qué vas a hacer con este nuevo aprendizaje?

Discussion Questions - Students' Educational Experiences:

Conversaciones: nuestras experiencias educativas

12 preguntas

2 minutos cada pregunta = ~24 minutos

Cada miembro del grupo tiene una responsabilidad.

- 1 persona lee la pregunta en voz alta para tod@s
- 1 o 2 personas toman apuntes en las diapositivas (un resumen corto)
- 1 o 2 personas hablan como representantes del grupo durante la conversación como grupo entero
- 1 persona invita a los demás a participar "¿y tú, qué piensas?"

1. Compartan su respuesta de esta pregunta del diario de hoy:

¿Qué aprendieron de su propio proyecto y de los proyectos de sus compañer@s de clase? ¿Qué van a hacer con este nuevo aprendizaje?

2. Generalmente, ¿Cuál es su opinión de la escuela? ¿Les fascina? ¿Les aburre? ¿Está bien? Expliquen.

3. Describan a sus maestr@s favorit@s. ¿Por qué son su favorit@s? ¿Qué aprendieron de ell@s?

4. ¿Cuál es su clase favorita este año? ¿Por qué?
no tiene que ser esta clase :)

5. ¿Cómo ha cambiado su experiencia educativa desde su niñez? (piensen en el estrés, el aburrimiento, si es más fácil/difícil, sus maestros, etc.)

6. ¿Cuáles son las diferencias entre las escuelas públicas y privadas? ¿Se debe permitir escuelas privadas?

<p>7. ¿Se debe separar los géneros en la escuela? Expliquen.</p>	<p>8. Después de mirar la película <i>Walkout</i> y hacer sus proyectos investigativos, ¿Cómo se puede comparar el sistema educativo de hoy en día con el sistema de los años 60/70/80/90/00? ¿Ha mejorado, o no? Expliquen.</p>
<p>9. ¿Cómo creen que se necesita cambiar el sistema educativo en general? (¿o no hay cambios necesarios?) Expliquen.</p>	<p>10. ¿Cómo piensan que se puede mejorar el sistema educativa universitaria para que sea más accesible a todos?</p>
<p>11. Describan su experiencia educativa como estudiante latinx. ¿Han sido marginalizad@s? ¿Han sufrido discriminación? (alguien puede decir "paso" si no quiere hablar de esta pregunta)</p>	<p>12. ¿Cómo está su salud mental ahorita? ¿Se sienten estresado@s? ¿Qué pueden hacer para cuidarse? ¿Qué necesitan para poder cuidarse?</p>

Lesson	14
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Acquiring Information and Diverse Perspectives: Students analyze photos, videos, and articles about education systems in other countries <p>Comparisons:</p> <ul style="list-style-type: none"> - Cultural Comparisons: Students compare and contrast their education experiences to those of Latinx students in the 20th century and in other parts of the country/world
Objectives	<ul style="list-style-type: none"> • Students will be able to investigate classrooms around the world. • Students will be able to compare and contrast education systems throughout the world.
Mode(s) of Communication	<p><i>Interpretive communication</i> <i>Interpersonal communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Video exploration - schools around the world</p> <p>15 minutes</p>	<p>Welcome students to class and explain that they are going to see scenes from classrooms around the world. Pause the video so students can look more closely at individual classrooms. Students will share out what they see, what they think they see, and what they wonder about. Have the questions projected or written on the whiteboard so students can see them. Correct students if things they say they see are really things they <i>think</i> they see. Have a student help you add questions to the question wall if any arise when students share what they wonder about.</p> <p>Then, ask students to help you make comparisons about the classrooms you saw in the video. What do they have in common? How are they different? How do the classrooms compare to your classroom? Write down student comparisons on the whiteboard or somewhere visible to everyone. Circle any examples of strong vocabulary students used in making comparisons (see list of vocabulary/phrases in Lesson 15 supporting documents). Celebrate these uses and tell students they will use similar vocabulary to make comparisons tomorrow.</p>	<p>Website and video to project</p> <p>Discussion questions written on the board or projected</p>
<p>Beginning of education around the world cultural comparison</p> <p>40 minutes</p>	<p>Before beginning the cultural comparison introduction, review examples of products, practices, and perspectives. If your students have never done a cultural comparison, you will need to give them more time to practice identifying the 3 P's. My students completed cultural comparisons in the first year of the heritage program, so I start by reminding them that products are things, practices are actions, and perspectives are beliefs and attitudes. Then we will quickly brainstorm together a few examples of the 3 Ps within the context of school. Write these examples on the whiteboard or somewhere students can continue to reference them.</p> <p>Examples:</p> <p>Products: pencils, textbooks, backpacks, whiteboards</p> <p>Practices: attending six classes each day, eating lunch in the cafeteria, walking through the hallways</p>	<p>Cultural comparison notes handout</p> <p>Projector for playing Casa Sula video</p> <p>Electronic devices for the Spain readings (or paper copies)</p>

	<p>Perspectives: getting an education is a way to better yourself, students should be punished for breaking school rules, ideas about education being individualistic or collectivist</p> <p>Give each student a paper copy of the cultural comparison handout and review the instructions with them. Today they will complete each table with examples of the 3 Ps of each culture and tomorrow they will do the comparing/contrasting activity. Play the first nine minutes of the Casa Sula video and encourage students to write down as many examples of the 3 Ps as possible. As a whole group, discuss at least one example for each P before moving on to the readings about Spain. Decide if you want to make paper copies of the Spain readings or if you want to share the reading links with students so they can view them digitally. Students should take notes on the readings individually. Circulate and check in with students while they work. Give them five-ten minutes and then again together discuss at least one example for each P. The last section of the handout is about education systems in the U.S. Give students a few minutes to fill out the table and then have them compare with a partner. Ask students to share a couple examples of each P. Close out today's lesson by telling students they should bring their handouts for class tomorrow. Explain that they will compare and contrast all three education systems using a Venn Diagram.</p>	
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Supporting Documents	
<p>Video Questions:</p> <ol style="list-style-type: none"> 1. ¿Qué ven? 2. ¿Qué piensan que ven? 3. ¿De qué se preguntan? ¿De qué quieren saber más? <p>Cultural Comparison Notes Handout:</p> <p style="text-align: right;">Nombre:</p> <p>La comparación cultural: sistemas educativos alrededor del mundo</p> <p>Objetivo: Puedo comparar y contrastar sistemas educativos alrededor del mundo.</p>	

Instrucciones: Vas a ver un video que trata de una escuela en Costa Rica. Después, vas a leer información sobre el sistema educativo español. El último paso es pensar en el sistema educativo estadounidense. Llena las tablas con ejemplos de los productos, las prácticas, y las perspectivas de cada cultura.

[Tour Casa Sula](#), video (0:00-9:00)

CULTURA #1 (¿qué país es?): _____

PRODUCTOS ¿Qué cosas se hace? ¿Qué se usa? ¿Qué sistemas se necesita?	PRÁCTICAS ¿En qué eventos, ceremonias, celebraciones se participa? ¿Qué acciones se hace día a día?	PERSPECTIVAS ¿Qué se cree? ¿Qué se valora? ¿Qué actitud se tiene?

[El sistema educativo en España](#), lectura
[Educación secundaria obligatoria](#), lectura

CULTURA #2 (¿qué país es?): _____

PRODUCTOS ¿Qué cosas se hace? ¿Qué se usa? ¿Qué sistemas se necesita?	PRÁCTICAS ¿En qué eventos, ceremonias, celebraciones se participa? ¿Qué acciones se hace día a día?	PERSPECTIVAS ¿Qué se cree? ¿Qué se valora? ¿Qué actitud se tiene?

MI CULTURA (#3):		
PRODUCTOS ¿Qué cosas hago (make)? ¿Qué uso? ¿Qué sistemas necesito?	PRÁCTICAS ¿En qué eventos, ceremonias, celebraciones participo? ¿Qué acciones hago día a día?	PERSPECTIVAS ¿Qué creo? ¿Qué valoro? ¿Qué actitud tengo?

Lesson	15
Standards	Connections: <ul style="list-style-type: none"> - Acquiring Information and Diverse Perspectives: Students analyze photos, videos, and articles about education systems in other countries Comparisons: <ul style="list-style-type: none"> - Language Comparisons: comparatives and other expressions for comparing and contrasting - Cultural Comparisons: Students compare and contrast their education experiences to those of Latinx students in the 20th century and in other parts of the country/world Communities: <ul style="list-style-type: none"> - Lifelong Learning: Self-assessments for reflection throughout the unit
Objectives	<ul style="list-style-type: none"> • Students will be able to compare and contrast education systems throughout the world.
Mode(s) of Communication	<i>Interpretive communication</i> <i>Interpersonal communication</i> <i>Presentational Communication</i>

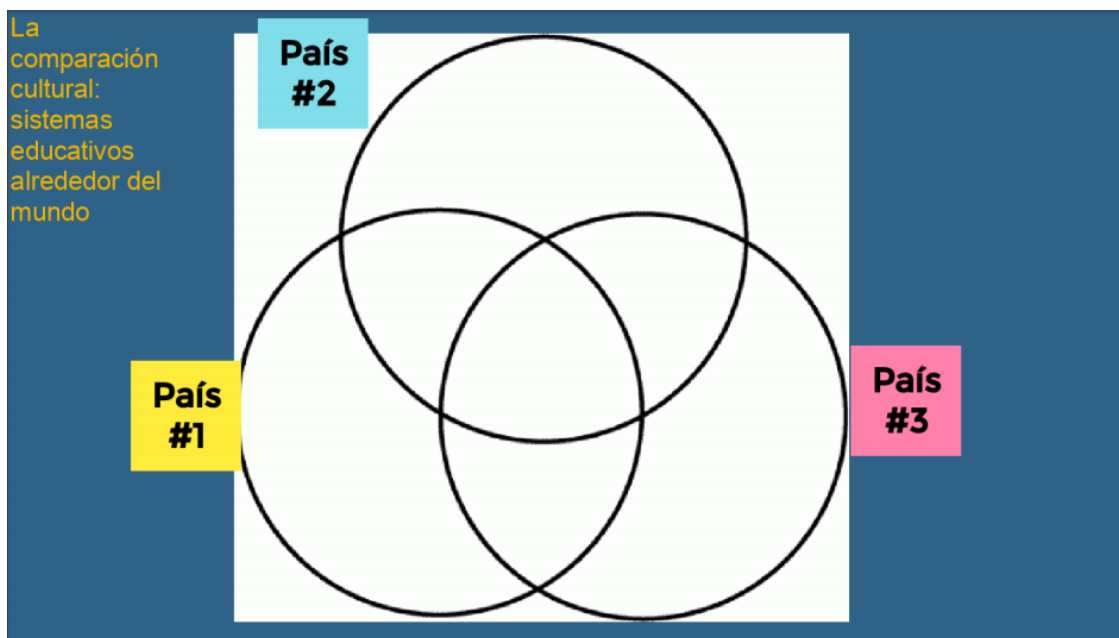
Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Education around the world cultural comparison</p> <p>35 minutes</p>	<p>Welcome students to class and, without looking at their handouts, ask them to turn to a partner and share one or two things they remember about the education systems in Costa Rica and Spain we looked at yesterday. Call on a few students to share.</p> <p>Ask students to get out their handouts from yesterday. Explain that today they are going to compare and contrast education systems of Costa Rica, Spain, and the United States. Show students the Jamboard Venn Diagram and tell them they will edit the sticky notes to label each country. They can use text boxes or sticky notes to write ten statements total. Show students the evaluation rubric and read each category aloud to them so they understand they will need to compare and contrast the products, practices, and/or perspectives of all three cultures to demonstrate proficiency of this objective.</p> <p>Project the list of useful vocabulary for comparing and contrasting. Although students are not expected to write lengthy sentences, they should be writing complete ideas in the venn diagram. Encourage them to use some of these phrases.</p> <p>Circulate around the room while students complete the comparison individually. I would anticipate students needing about 15 minutes to complete their comparisons. Then, bring the whole class together and spend a few minutes discussing how students compared perspectives of all three cultures. What stood out to them the most? Especially because Casa Sula is so different from the educational experiences they are used to, I imagine this will lead students to begin to question the education system they are accustomed to.</p>	<p>Cultural comparison notes handout from Lesson 14</p> <p>Vocabulary for making comparisons projected</p> <p>Cultural comparison venn diagram and rubric</p> <p>Electronic devices</p>
<p>Four corners agree/disagree activity</p> <p>15 minutes</p>	<p>Tell students that you are going to read off ten statements. Students must decide if they strongly disagree, disagree, agree, or strongly agree with each one and will move to the corresponding corner of the room to express their stance. You will discuss each of the ten statements as you progress through the activity to hear why students choose their corners. Prepare students by telling them that some of the statements might cause a strong reaction from them, and that this is ok. The goal</p>	<p>Four corners signs taped to each corner of the room</p> <p>Statements for teacher to read off</p>

	<p>is give students a chance to reflect on their own beliefs and to continue questioning practices and policies related to education systems. Have students stand up and begin reading the first statement.</p> <p>In English, the statements are as follows:</p> <ol style="list-style-type: none"> 1. Education is the biggest determining factor in a person's success. 2. If we all have equal access to an education, we have equal opportunities to develop our capabilities. 3. Getting a good education is more difficult for students who do not have a lot of financial resources. 4. Education is individual. A student needs to focus on themself to succeed, without paying attention to others. 5. A student's role is to absorb the information a teacher shares. 6. Textbooks are still very relevant. 7. Learning is more important than grades. 8. Everything a student does should be graded. 9. Students should be required to go to school until they are 18 years old. 10. It is necessary to divide students into advanced classes, regular classes, and remedial classes. <p>When the activity is over, have students return to their seats. Give students an opportunity to share any final questions and comments.</p>	
<p>Student self-assessments</p> <p>5 minutes</p>	<p>To close out the week, students will complete their second round of self-assessments. Have students get out their can-do statements document that was shared with them on Lesson 1. Students should write today's date in the second column. Read off the description of the 4-3-2-1 scale aloud and then read each statement. Students should rate themselves on the 4-3-2-1 scale for each statement. If a statement hasn't been taught yet, they can write 0. Remind them that the goal is to see improvement in each area throughout the unit. Have students turn to a neighbor and share one objective for which they have already seen growth in themselves.</p>	<p>Can-do statements document from Lesson 1</p>

Supporting Documents

Cultural Comparison Notes Handout from Lesson 14

Cultural Comparison Venn Diagram and Rubric:



Objetivo: Puedo comparar y contrastar sistemas educativos alrededor del mundo.

4 - A	3 - B	2- C	1 - D
El/la estudiante compara y contrasta claramente productos, prácticas y / o perspectivas y utilizó evidencia extensa y detallada de las tres culturas. Las comparaciones demuestran una comprensión clara de las tres culturas.	El/la estudiante compara y contrasta claramente productos, prácticas y / o perspectivas. Compara y contrasta las tres culturas, incluyendo algunos detalles de apoyo y ejemplos que son generalmente relevantes.	El/la estudiante intenta comparar y contrastar productos, prácticas y / o perspectivas. Presenta información de solo dos culturas. Incluye algunos detalles y ejemplos de apoyo.	El/la estudiante intenta comparar y contrastar, pero demuestra poco conocimiento de las tres culturas o presenta información de solo una cultura; consiste principalmente en declaraciones sin desarrollo en ninguna de las categorías de las 3 P.

Vocabulary for making comparisons:

Vocabulario útil para comparar y contrastar

<p>COMPARAR igual (iguales) similar (similares) tener en común tan...como... tanto (a, os, as)...como en la misma manera también</p> <p>CONTRASTAR desigual (desiguales) diferente (diferentes) en cambio más... que... menos...que... de contrario pero</p> <p>Más vocabulario para escribir de las semejanzas:</p> <ul style="list-style-type: none"> • Al igual ambas culturas (son/tienen/piensan/practican) • Se ve que ambas culturas (son/tienen/piensan/practican) • Similarmente ambas culturas (son/tienen/piensan/practican) <p>Más vocabulario para escribir de las diferencias:</p> <ul style="list-style-type: none"> • Diferentemente mi cultura (o/en mi familia/en mi comunidad) • Viceversa • Inversamente • Al contrario 	
IGUAL	<p>___ y ___ son iguales porque...</p> <p>___ y ___ son similares en que...</p> <p>Tanto en ___ como en ___</p> <p>Algo similar es...</p>
AMBOS/ AMBAS	<p>Ambas culturas son... / Las dos son...</p> <p>Ambas culturas tienen...</p> <p>Ambos países tienen... / Los dos son...</p>
DIFERENTE	<p>___ es diferente a ___ porque...</p> <p>___ tiene ___ pero ___ tiene ___</p> <p>Una diferencia es... / Otra diferencia es...</p> <p>___ y ___ son desiguales porque...</p>
<p>Four Corners Activity:</p> <p>Corner 1 sign - Estoy completamente en desacuerdo</p> <p>Corner 2 sign - Estoy en desacuerdo</p> <p>Corner 3 sign - Estoy de acuerdo</p> <p>Corner 4 sign - Estoy muy de acuerdo</p> <p>Teacher Statements:</p> <ol style="list-style-type: none"> 1. La educación es el factor más determinante en el éxito de una persona. 	

2. Si todos tenemos el mismo acceso a una educación, tenemos igualdad de oportunidades para desarrollar nuestras capacidades.
3. Conseguir una buena educación es más difícil para los estudiantes que no tienen muchos recursos financieros.
4. La educación es algo individual. Un estudiante se tiene que concentrar en sí mismo para lograr éxito, sin prestar atención a los demás.
5. El papel de un estudiante es absorber la información que comparte un maestro.
6. Los libros de texto siguen siendo muy relevantes.
7. El aprendizaje es más importante que las calificaciones.
8. Todo lo que hace un estudiante debe ser calificado.
9. Se debe exigir que los estudiantes asistan a la escuela hasta los 18 años.
10. Es necesario dividir a los estudiantes en clases avanzadas, clases regulares y clases correctivas.

Can-Do Statements Document from Lesson 1

Week 4

Lesson	16
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> ● Students will be able to critique policies that have to do with education systems.
Mode(s) of Communication	<p><i>Interpretive communication</i></p> <p><i>Interpersonal communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Introduction to policy</p> <p>30 minutes</p>	<p>Welcome students to class and ask them what they think of when you say the term <i>policy</i>. What images come to their minds? Give them a moment to think, turn to a partner and share, and then call on students to share their answers.</p> <p>Explain that you are going to learn more about policy today in preparation for upcoming formative activities and the summative presentational assessment, in which students will advocate for the changing of a current policy or the implementation of a new policy related to education.</p> <p>Give each student a copy of the handout. Some English in today's lesson is acceptable because this is a complex topic to discuss in any language. Go through each of the three sources one by one as a whole class. You may want to play the video twice and give students their own copy of the readings. Tell students to take notes on descriptions, examples, explanations, different steps in the policy process, etc. The more they can write down, the better. They can add questions to the question section of their handout at any point. Discuss what students have added to their notes after viewing each source. Do not rush through this activity. Ask students to come up with examples of different policies they know about. Collect student handouts at the end so you can review what they wrote down and so you can add their questions to the question wall to be addressed tomorrow and in the coming lessons.</p>	<p>What is policy? handout</p> <p>Projector for showing video and readings</p> <p>Copies of the readings for students (optional)</p>
<p>Policy investigation activity</p> <p>25 minutes</p>	<p>The article embedded in this Pear Deck is about legislation and student rights on the practice of reciting the Pledge of Allegiance. Since this is the first activity students are completing about policy, I chose to use Pear Deck so students can remain anonymous. Please ensure you are prepared to dive into this with your students. I suggest doing some reflection beforehand and being prepared for student discomfort and/or your own discomfort. Being a social justice educator means approaching difficult topics and learning to critique alongside your students. If students are visibly uncomfortable, I encourage you to pause the lesson and talk about it together. What does discomfort mean? What</p>	<p>Pear Deck slides</p> <p>Electronic devices</p>

	<p>do we do about it?</p> <p>Project the Pear Deck so students can join on their own devices. Use the Teacher Dashboard to check on student responses for each slide. Share anonymous answers and give feedback. Encourage students to consider different perspectives with this activity. The last two slides of the Pear Deck serve as the exit ticket for today's lesson.</p>	
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Supporting Documents

What is Policy? Handout:

¿Qué es la política?

Vamos a hablar de este término en inglés y en español para que entendamos muy bien qué es la política y cuáles son algunos ejemplos de ella.

- ¿Qué es la política? (video - 2 minutos)
- A working definition of public policy y más, de Minnesota Education Policy Fellowship Program (lectura)
- ¿Cuál es el ciclo de vida de las políticas públicas? (lectura)

Toma apuntes aquí de las tres fuentes para que puedas explicar en tus propias palabras qué es la política.

Mis preguntas/lo que no entiendo muy bien:

Policy Investigation Pear Deck:

Análisis: El juramento de fidelidad

¿Cómo te sientes con respecto a las actividades de comprensión sobre la política?



Students, drag the icon!

Pear Deck Interactive Slide
You will not receive this slide!



Imagen de Pixabay

Para ti, ¿qué significa/qué representa la bandera de los Estados Unidos?

Explica tu respuesta.



Students, write your response!

Pear Deck Interactive Slide
You will not receive this slide!

El juramento de fidelidad

Toma 5 minutos para leer bien este artículo dirigido a maestr@s.

[Pledge Laws: Controlling Protest and Patriotism in Schools](#)

Piensa en...



Imagen de Pixabay

- 3 cosas que aprendes del artículo
- 2 preguntas/comentarios que tienes después de leer el artículo

El juramento de fidelidad

Ahora, escribe

- 3 cosas que aprendiste del artículo
- 2 preguntas/comentarios que tienes después de leer el artículo



Students, write your response!

Pear Deck Interactive Slide
You will not receive this slide!

El juramento de fidelidad

Ahora, haz una búsqueda por Google para encontrar información sobre las leyes en nuestro estado con respecto a la recitación del juramento de fidelidad en escuelas públicas. Comparte lo que encuentras, incluso el enlace de un sitio web.

(~5 minutos)



Students, write your response!

Pear Deck Interactive Slide
You will not receive this slide!

El juramento de fidelidad

Es importante recitar el juramento de fidelidad en escuelas públicas.



Students choose an option

Pear Deck Interactive Slide
You will not receive this slide!

Dibuja o escribe 2 cosas que aprendiste hoy:

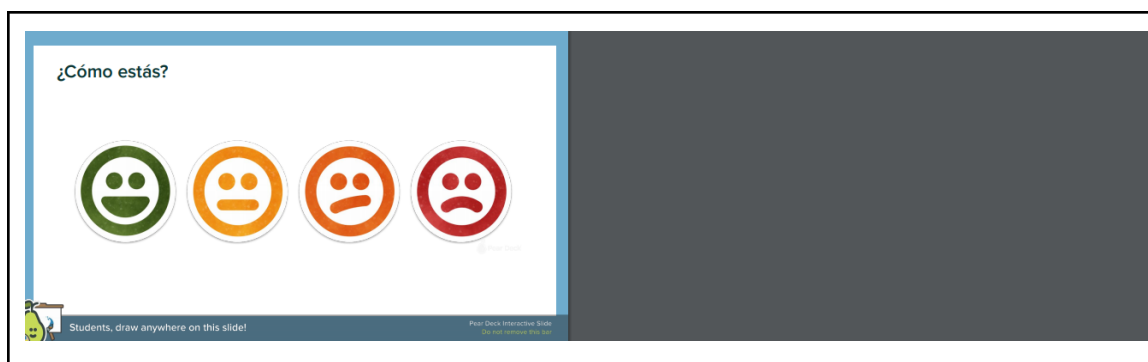
1

2



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
You will not receive this slide!



Lesson	17
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to math and English classes when they create, administer, and analyze a survey for their peers <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students survey their peers on a topic related to educational experiences <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to develop, administer, and analyze a survey.
Mode(s) of Communication	<i>Presentation communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Policy questions</p> <p>10 minutes</p>	<p>Welcome students to class. Choose a student or two to help you go over the questions from the policy notes so that you can add these questions to the question wall. Since you read over these yesterday, you should be able to address some of the questions during this time. Give students as much clarity as you can about policy.</p> <p>Then, take the opportunity to answer any other questions that you can now address as a group on the question wall since you have further progressed through the unit.</p>	<p>Copies of students' completed What is Policy? Handout from Lesson 16</p>

	Return policy notes to students so these can be used later on in the unit.	Question wall
Explanation of student survey formative assessment 10 minutes	Give each student a copy of the survey explanation handout. Go over the instructions and requirements for their surveys. Remind them to choose a survey theme that matters to them and that they think other students will have opinions about. Brainstorm as a class some ideas for strong survey creation. Write student ideas on the whiteboard. For one thing, they should not only ask open-ended questions, as this will make presenting an analysis of results more difficult. All survey responses must be anonymous. Students will also want to make sure they use proper punctuation, capitalization, etc. since this will be seen by many peers.	Student survey handout Whiteboard for writing down survey creation ideas
Survey creation 35 minutes	Let students choose their groups of two or three and have them tell you their theme once they have decided. It is ok for groups to choose the same theme. Each groups' goal is to finish the survey by the end of class. Circulate around the room while groups work and make sure they have added you as a collaborator to their Google Form. Make sure you look at each group's work near the last ten minutes of class so you can give them feedback and assess whether they are on the right track or not. Tell groups that they will have a few minutes at the beginning of class tomorrow to make some final edits of their surveys before they start survey administration. *Note: Talk with other Spanish teachers, language teachers, or perhaps even history or English teachers to see if they would be willing to have your students come to their classes to discuss their surveys and administer them in the next lesson. It would be ideal if each group could go to two different classes.	Student survey handout Electronic devices

Supporting Documents

Student Survey Handout:

La encuesta educativa

Objetivo: Puedo crear, administrar y hablar de una encuesta sobre las experiencias educativas de los estudiantes de mi preparatoria.

En grupos de dos o tres, van a crear una encuesta en español y en inglés para los otros estudiantes de nuestra preparatoria.

Queremos aprender cómo son los sentimientos y pensamientos de los estudiantes con respecto al sistema de educación.

La encuesta necesita ser un Google Form. Necesitan dársela a estudiantes de todos los grados y por lo menos 50 estudiantes.

Van a analizar los resultados para que puedan sugerir cómo una política necesita cambiar o cómo es necesario crear una política nueva. Cada grupo presentará un resumen a la clase.

Necesitan nombrarme como “editora” de su Google Form para que pueda ver sus preguntas y para que pueda compartir la encuesta con mis otras clases de español.

La fecha límite para terminar la encuesta y compartirla conmigo es mañana antes de clase. Mañana van a empezar a administrar sus encuestas.

Requisitos de la encuesta (grupos de 2-3 estudiantes):

- un tema (ideas: tarea, exámenes, exámenes estandarizados, estrés/salud mental, dificultad de las clases, el currículo, actividades extracurriculares, el sistema de calificaciones, etc.)
- entre 8 y 12 preguntas
- Google form
- a 50+ estudiantes de todos los grados
- necesito aprobar la encuesta antes de que se la administren

Lesson	18
Standards	<p>Comparisons:</p> <ul style="list-style-type: none"> - Language Comparisons: Use of the subjunctive tense to express wishes, doubts, and emotions; vocabulary for making agree/disagree statements <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to math and English classes when they create, administer, and analyze a survey for their peers <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students survey their peers on a topic related to educational experiences <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to develop, administer, and analyze a survey. • Students will be able to express opinions on controversial topics related to education. • Students will be able to talk about what they would do in hypothetical situations.
Mode(s) of Communication	<p><i>Interpersonal communication</i></p> <p><i>Presentational communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Survey creation and administration</p> <p>25 minutes</p>	<p>Welcome students to class. Tell them they will have ten minutes to finalize their surveys and to plan what they will say to the classes they are visiting before they begin administration. Give each group a copy of the survey evaluation rubric so they know exactly how they will be graded when they give their analysis presentations in Lesson 21. Check in with each group individually to make sure they are ready. Give them passes to go to their assigned classes for survey administration. Students should share the purpose of their survey, remind students that all answers are anonymous, and thank their peers for their participation. They should only need five or so minutes for each classroom they visit. Tell your groups what time they</p>	<p>Electronic devices</p> <p>Student survey handout from Lesson 17</p> <p>Student survey rubric</p> <p>Student surveys</p>

	<p>need to be back in class.</p> <p>*Note: This will take some collaboration and support from your colleagues since students will be interrupting their classes. Make sure you explain the task and thank them in advance. I would also tell your school principal about this assignment so they are aware students will be visiting other classes for a specific purpose. This is also a way to celebrate and share the work you are doing with others! If you are unable to send your groups to other classes for survey administration, you can have students use this time to email the surveys to their friends. In this case, you will need to make sure you can administer their surveys to your other classes so they get more participants.</p> <p>When all groups return, tell them they will have time tomorrow to analyze their results and create their presentations. In the meantime, they should try and get as many more participants as possible by talking to peers at lunch, at club meetings or sports practices, and in their other classes. They might even use their social media to promote their survey (though you should stay out of this).</p>	(Google Forms)
<p>Review of subjunctive tense</p> <p>10 minutes</p>	<p>Give each student a copy of the subjunctive tense handout. Go over each section of the phrases that require subjunctive tense and let students ask for clarification if there are any phrases they don't understand. Tell students they will be using these phrases to have conversations about controversial situations related to education. Eventually they will use the subjunctive tense to make suggestions based on their survey analyses. Read aloud the phrases that express certainty and therefore do not require the use of subjunctive.</p> <p>Ask students to write their own example sentence for each category of subjunctive phrases. Give them the idea to write examples about school or the upcoming week/weekend. Then, have them share with a partner and have a few students share out for each category.</p>	Subjunctive tense handout
<p>Controversial situations speed dating activity</p> <p>20 minutes</p>	<p>Count students off one through ten and tell them to remember their number. Tape the questions up on the walls around the room and have each group start at the same numbered question as their group number. You could utilize hallway space if your classroom is not very large.</p> <p>Tell students to bring their subjunctive handouts</p>	<p>Subjunctive tense handout</p> <p>Controversial situations</p>

	<p>with them when they go to their assigned first question. One person in the pair or trio will read each question aloud. They will discuss as a group, ensuring that they each respond to the question using at least one subjunctive expression. Time students for 60 seconds at each question and then have them rotate to the next number. When they get to question #10, they should write their situation on paper you provide and discuss questions other students have written if there is time.</p> <p>Circulate around the room and listen while you keep time. Write down examples of subjunctive expressions you hear that you want to point out to the whole group later.</p> <p>Have students return to their seats once they have gone through all questions. Share the examples of subjunctive expressions you wrote down. Read off some of the situations they came up with for question #10. Ask students to share their final thoughts on the activity with a partner near them and call on a few students to share with everyone.</p> <p>In English, the statements are as follows:</p> <ol style="list-style-type: none"> 1. The principal plans to reestablish the dress code. She says clothing is a distraction. How would you respond? 2. Your English teacher thinks it shouldn't be necessary to write passes for students to go to the bathroom. She says that this is one of the freedoms students deserve. What do you think? 3. A student in your science class is very angry when they are the only person to stand up to recite the Pledge of Allegiance. What do you think of this? 4. Your high school introduces a new policy. If a student uses their cell phone in class, they will be suspended. What do you think of this policy? 5. The superintendent wants to change the school week to a four day week from a five day week to save money. Is this a good or bad idea? What do you think? 6. A group of students advocates for an open campus because they want to be able to eat lunch somewhere else. Would you advocate with this group? Explain. 7. Your teachers begin to protest against their low salaries. They say they need to make more money in order to survive. Classes are cancelled 	<p>speed dating questions</p> <p>Timer</p>
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	<p>until teachers are satisfied with their contract. What do you think of this situation? What would you say to your teachers?</p> <p>8. A group of students and parents wants to abolish GPA because they believe in the importance of learning over grades. Is this a good or bad idea? What do you think?</p> <p>9. A student in your history class offers to rewrite the textbooks because she states that they don't demonstrate actual history. How would you respond to her?</p> <p>10. Write your own situation and a question.</p>	
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Supporting Documents	
Student Survey Rubric: La rúbrica	
A	<p>-Tenemos cada requisito para una B</p> <p>*Tenemos dos elementos (o más) extras como...</p> <p>-más de 50 participantes</p> <p>-los resultados de más de 5 preguntas</p> <p>-otras imágenes o videos que tienen que ver con nuestro tema</p> <p>-más de un ejemplo del subjuntivo para hablar de la política relevante</p>
B	<p>-Explicamos el tema y por qué lo escogimos</p> <p>-Nuestra encuesta tiene 50+ participantes de todos los grados</p> <p>-Presentamos nuestra análisis a la clase</p> <p>-Mostramos los resultados de 5 preguntas</p> <p>-Tenemos un análisis bien explicado de nuestros resultados</p> <p>-Explicamos cómo una política necesita cambiar o cómo es necesario crear una política nueva según nuestros resultados en 4+ oraciones completas</p>

	-Usamos un ejemplo del subjuntivo para hablar de la política relevante
C	-Faltan 1 o 2 de los requisitos para una B
D	-Faltan 3 o 4 de los requisitos para una B

Subjunctive Tense Handout:

El presente del subjuntivo expresa...

DESEOS:	EMOCIONES:	EXPRESIONES IMPERSONALES:	SOLICITUDES, RECOMENDACIONES:	DUDAS, NEGACIONES:
Desear que Esperar que Querer que Preferir que Insistir en que Necesitar que	Sentir que **Gustar que (** me, te, le, nos, os, les **) **Encantar que Tener miedo de que Temer que **Sorprender que **Disgustar que Lamentar que Estar emocionado /a de que Tener celos de que Enojarse de que Alegrarse de que	Es bueno que Es malo que Es difícil que Es fácil que Es importante que Es imposible que Es interesante que Es mejor que Es necesario que Es posible que Es raro que Es triste que Es fantástico que Es (im)probable que Es increíble que Es ridículo que Es preferible que Es sorprendente que Es terrible que Es una pena que Es una vergüenza que Es una lástima que Es injusto que	Pedir que Mandar que Prohibir que Exigir que Recomendar que Aconsejar que Sugerir que	Dudar que Negar que No creer que No estar seguro de que No es cierto que Es dudoso que No es verdad que No estar de acuerdo con

Frase que requiere el subjuntivo + que + un cambio de sujeto + subjuntivo

EJEMPLOS:

Es dudoso que todos los estudiantes fracasen el examen.

Las profesoras quieren que los estudiantes sepan las reglas del subjuntivo.

Los estudiantes están emocionados de que haya comida en la clase.

Es raro que los estudiantes no tengan tarea.

Los maestros exigen que los estudiantes no usen sus teléfonos en clase.

Para expresar certidumbre... NO se usa el subjuntivo

Estas frases requieren el presente del indicativo.

Es cierto que	Saber (yo - sé) que	Es verdad que
Estar seguro(a) que	Es evidente que	Creer que
Es obvio que	Pensar que	No es dudoso que
Es claro que	No dudo (dudar) que	Decir que

EJEMPLOS:

Es cierto que la maestra tiene un perro.

No dudamos que hay pollo en la cafetería.

Controversial Situations Speed Dating Questions:

1. La directora piensa restablecer el código de vestimenta. Dice que la ropa es una distracción. ¿Cómo le responderías?
2. Tu maestra de inglés piensa que no debe ser necesario escribir pases para que un estudiante pueda ir al baño. Dice que es una de las libertades que merecen los estudiantes. ¿Qué opinas?
3. Un estudiante en tu clase de ciencias está muy enojado cuando es la única persona que se levanta para recitar el juramento de fidelidad. ¿Qué opinas de esto?
4. Tu preparatoria introduce una nueva política. Si un estudiante usa su teléfono celular durante clase, será suspendido. ¿Qué piensas de esta política?
5. El superintendente quiere cambiar la semana escolar a una semana de cuatro días en vez de cinco para ahorrar dinero. ¿Es buena idea o mala idea? ¿Qué piensas?
6. Un grupo de estudiantes aboga por un campus abierto porque quiere que se pueda ir de comer a otro lugar. ¿Abogarías con este grupo? Explica.
7. Tus maestros empiezan a protestar contra su sueldo bajo. Dicen que necesitan ganar más dinero para poder sobrevivir. Las clases son canceladas hasta que los maestros se sienten satisfechos con su contrato. ¿Qué opinas de esta situación? ¿Qué les dirías a tus maestros?

8. Un grupo de estudiantes y padres quiere abolir el promedio general (GPA) porque creen en la importancia del aprendizaje más que las calificaciones. ¿Es buena idea o mala idea? ¿Qué piensas?
9. Una estudiante en tu clase de historia ofrece reescribir los libros de texto porque afirma que no demuestra la verdadera historia. ¿Cómo le responderías?
10. Escribe tu propia situación y una pregunta.

Lesson	19
Standards	<p>Comparisons:</p> <ul style="list-style-type: none"> - Language Comparisons: Use of the subjunctive tense to express wishes, doubts, and emotions <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to math and English classes when they create, administer, and analyze a survey for their peers <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students survey their peers on a topic related to educational experiences <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to develop, administer, and analyze a survey.
Mode(s) of Communication	<p><i>Interpretive communication</i></p> <p><i>Presentational communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Review of survey presentation requirements</p> <p>Survey analysis and presentation creation workday</p>	<p>Invite students to sit in their survey pairs or trios today. Have them get out their copies of the survey handout, survey analysis rubric, and subjunctive tense handout. Go over the survey analysis rubric as a whole class once more. Read students the instructions for the survey analysis presentation. Tell them they will have all of class today to create their presentations and practice before all groups share tomorrow. If any of your groups are short of the 50+ participants, you will want to have them use the beginning of class to find more participants by visiting another classroom, going to a lunch,</p>	<p>Electronic devices</p> <p>Student surveys (Google Forms)</p> <p>Student survey handout</p>

55 minutes	<p>approaching peers in the hallways during passing time, etc.</p> <p>Encourage groups to begin by analyzing the results as a whole. What is the message their participants are expressing through their answers? Then they should decide on the five or more questions that they want to highlight for the rest of the class. They should discuss why they chose their theme and what kind of changes they want to promote based on their results. After that, they should be able to divide up the work so each student focuses on creating the slides for a couple elements of the presentation.</p> <p>Circulate around the room while groups work on their presentations. Make sure they share their presentations with you by the end of class so you can project them tomorrow and make sure they are prepared to present.</p> <p>In the last five to ten minutes of class, give groups time to practice the oral presentation at least once, making sure that all group members speak. Determine the order of presentations. You might let groups volunteer to go first or assign groups randomly. Each group's presentation should be between two to five minutes, so you will be able to get through all presentations in one day.</p>	<p>from Lesson 17</p> <p>Student survey rubric from Lesson 18</p> <p>Subjunctive tense handout from Lesson 18</p> <p>Presentation instructions</p>
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Supporting Documents	
<p>Student Survey Handout from Lesson 17</p> <p>Student Survey Rubric from Lesson 18</p> <p>Subjunctive Tense Handout from Lesson 18</p> <p>Presentation Instructions:</p> <p>Van a crear una presentación corta sobre los resultados de sus encuestas. Necesitan escoger 5 preguntas (como mínimo para una B) que quieren analizar en la forma de un gráfico. También, necesitan compartir un resumen de sus resultados en general.</p> <p>Por ejemplo, si el tema de mi encuesta es el modelo híbrido durante la pandemia, voy a explicar si necesitamos cambiar este modelo según las respuestas de mis participantes. Voy a explicar la</p>	

opinión de estudiantes y qué se necesita hacer como el próximo paso.

Pueden usar Prezi, Google Slides, o lo que sea para hacer la presentación. Cada grupo compartirá su presentación mañana.

Lesson	20
Standards	<p>Comparisons:</p> <ul style="list-style-type: none"> - Language Comparisons: Use of the subjunctive tense to express wishes, doubts, and emotions <p>Connections:</p> <ul style="list-style-type: none"> - Making Connections: Students make connections to math and English classes when they create, administer, and analyze a survey for their peers <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students survey their peers on a topic related to educational experiences <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to develop, administer, and analyze a survey.
Mode(s) of Communication	<i>Presentational communication</i> <i>Interpersonal communication</i> <i>Interpretive communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Survey analysis presentations 50 minutes	<p>Invite students to sit in their survey pairs or trios today. Have the order of group presentations projected or written on the board as students come into class. Tell students that they do not need to fill anything out during the presentations, but encourage them to take notes on scratch paper about anything that stands out to them as their journal prompt in the next lesson will ask them to reflect on the survey activity.</p> <p>Then begin the presentations. Complete the grading rubric for each group as they present. If time</p>	<p>Student survey rubric from Lesson 18</p> <p>Survey analysis presentations projected</p>

	<p>allows after all groups have presented, have a discussion on what themes students saw in all of the surveys. In general, what do all of these survey results tell us? What do we do with this information?</p> <p>Hand rubrics back to groups today so they can see your feedback and their grade or wait until the next lesson if you need more time to finish filling them out.</p>	
<p>Student self-assessments</p> <p>5 minutes</p>	<p>To close out the week, students will complete their third round of self-assessments. Have students get out their can-do statements document that was shared with them on Lesson 1. Students should write today's date in the third column. Read off the description of the 4-3-2-1 scale aloud and then read each statement. Students should rate themselves on the 4-3-2-1 scale for each statement. If a statement hasn't been taught yet, they can write 0. Remind them that the goal is to see improvement in each area throughout the unit. Have students turn to a neighbor and share one objective they feel the most confident about and something they are looking forward to about the weekend.</p>	<p>Can-do Statements document from Lesson 1</p>

Supporting Documents
<p>Student Survey Rubric from Lesson 18</p> <p>Can-Do Statements Document from Lesson 1</p>

Week 5

Lesson	21
Standards	<p>Cultures:</p> <ul style="list-style-type: none"> - Practices to Perspectives: Voting to rename a middle school to honor an Afrolatino athlete-activist instead of a confederate general demonstrates beliefs about the importance of names and of challenging how history is viewed <p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p>

	<ul style="list-style-type: none"> - Lifelong Learning: The use of journal prompts for reflection throughout the unit <p>Justice Domain: 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>Action Domain: 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to critique policies that have to do with education systems. • Students will be able to write reflections on topics related to education.
Mode(s) of Communication	<i>Interpretive communication</i> <i>Presentational communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Warm-up 5 minutes	<p>Have “¿Qué es la política?” - What is policy? written on the whiteboard in large letters. Welcome students to class and explain that today’s warm-up activity is a quick review of policy. Have students write their own definition, a part of the policy cycle, an example of policy, or anything they remember from Lesson 16 on the whiteboard. They do not need to write their names. As they are returning to their seats, they should grab a copy of the policy analysis practice reading assessment handout.</p> <p>Read student responses aloud and briefly discuss as a class. If there are any misunderstandings present, address those and tell students that you will be taking a closer look at definitions of policy and the policy cycle later today and in upcoming lessons.</p>	<p>Question posed on the whiteboard</p> <p>Whiteboard markers for student participation</p> <p>Policy analysis practice reading assessment handout</p>
Policy analysis practice interpretive reading assessment	<p>Tell students that they will be doing a practice interpretive reading assessment today to prepare for the interpretive reading summative assessment. Today’s activity will familiarize them with the format of an IPA. Make sure each student has a copy of the handout and either an electronic device or a printed copy for</p>	<p>Policy analysis practice reading assessment handout</p>

35 minutes	<p>accessing the newspaper article.</p> <p>Read the “before reading” question and give students a couple minutes to write down their answers. Have them turn to a partner and share and call on a few students to share out. This gets students thinking about which sorts of places change names and why, which prepares them for the theme of today’s article.</p> <p>Since this is their first time completing part of an IPA and it is practice, let students choose if they want to work alone or with a partner. Show them the rubric that will be used to evaluate their work for the summative assessment that takes place tomorrow (they won’t be doing the organization or inference component today). Read over the instructions for parts A and B. Give them ten minutes to read the article and answer the questions for these two sections. Circulate as students work and assist where needed.</p> <p>Then, project a copy of the handout and go over the answers together. Give students another ten minutes to work on parts C and D. Again, go over the answers together. Spend a few minutes discussing students’ personal reactions. Take it a step further by asking students what they think of their school’s name and what they would want to change it to if they could rename it.</p> <p>Pull up the public policy working definition website and policy cycle reading from Lesson 16. As a whole class, discuss the elements of these definitions and cycles that are present in the article. Identify the problem and the policy cycle (stage 3). Ask students to identify who the advocates of this policy are and how they advocated.</p> <p>Collect student work so you can read over their responses, especially for part D.</p>	<p>Electronic device or printed copy for accessing the newspaper article</p> <p>What is policy? handout from Lesson 16</p> <p>Rubric for interpretive reading assessment</p>
<p>Teacher response to Journal #3, Journal prompt #4</p> <p>15 minutes</p>	<p>Instruct students to open up their journals. Remind them that journals will be graded at the end of the unit. Give students a couple minutes to read over your comments from prompt #3 and answer any questions you left.</p> <p>Show students prompt #4: Explain your feelings after the policy analysis activities and the survey activity. Has your thinking changed? How? Do you see a need for policy changes? Explain. What questions do you still have?</p> <p>Students can use any notes they took on the survey presentations to answer the prompt. Give them 5-10</p>	<p>Journaling document from Lesson 1</p> <p>Timer to display</p>

	minutes to respond. Write your own reflection during this time, too. Consider what parts of the survey and policy activities worked and what didn't. Reflect on any discomfort you have felt and give yourself time to process.	
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Supporting Documents

Policy Analysis Practice Reading Assessment Handout:

Lectura interpretativa - evaluación de práctica Nombre:

Antes de leer:

Identifica un/una restaurante, tienda, escuela, calle, monumento, mascota, día festivo, o algo diferente que cambió de nombre una vez. ¿Qué es? ¿Cuál fue el primer nombre? ¿A qué nombre lo cambiaron? ¿Por qué?

Ahora, lee este artículo [Roberto Clemente Middle School ganó abrumadoramente en encuesta sobre cambio de nombre de escuela Stonewall Jackson. Ahora la decisión recae en la Junta Escolar del Condado de Orange](#) y completa cada parte de la actividad interpretativa.

A. Palabras clave: busca estas palabras en la lectura (no en el diccionario) y escríbelas en español.

1. favorite _____
2. to rename _____
3. poll _____
4. school building _____
5. to undo _____
6. White supremacy _____

B. La idea principal: en tus propias palabras, escribe la idea principal de este artículo en español.

C. Detalles de apoyo:

1. pon un X al lado de cada detalle mencionado en el artículo.
2. para cada detalle mencionado, escribe la información dada en el artículo.

1. ____ el número de encuestas respondidas en español

2. ____ la duración de la batalla para eliminar el nombre de la
escuela _____
3. ____ el porcentaje de encuestados que prefirieron el nombre de
Roberto Clemente _____
4. ____ la población estudiantil de la escuela _____
5. ____ quién fue Roberto Clemente

6. ____ las estadísticas demográficas de la población estudiantil

7. ____ la fecha oficial del cambio de nombre _____

D. Reacción personal: Usando información específica del texto para apoyar tu respuesta, escribe una reacción personal del artículo. (4+ oraciones completas)

Rubric for Interpretive Reading Assessment (adapted from Adair-Hauck et al., 2013):

Comprensión literal:

	4 - A	3 - B	2 - C	1 - D
Reconocimiento de palabras clave	Identifica correctamente todas las palabras clave	Identifica correctamente la mayoría de las palabras clave	Identifica correctamente la mitad de las palabras clave	Identifica correctamente algunas palabras clave
Identificación de la idea principal	Identifica las ideas principales completas del texto	Identifica las partes clave de las ideas principales del texto, pero omite algunos elementos	Identifica alguna parte de las ideas principales del texto	Puede identificar algunas ideas del texto, pero no representan las ideas principales.
Descubrimiento de detalles de apoyo	Identifica todos los detalles de apoyo y escribe correctamente la información dada de la lectura para explicar estos detalles	Identifica la mayoría de los detalles de apoyo y escribe correctamente la información dada de la lectura para explicar algunos de estos detalles	Identifica algunos de los detalles de apoyo y escribe correctamente un poco de la información dada de la lectura para explicar estos detalles O identifica la mayoría de los detalles de apoyo pero no escribe la información dada de la lectura para explicar estos detalles.	Identifica unos de los detalles de apoyo pero no escribe la información dada de la lectura para explicar estos detalles.

Comprensión interpretativa:

	4 - A	3 - B	2 - C	1 - D
Organización	Identifica correctamente la organización del texto y provee una justificación adecuada	Identifica correctamente la organización del texto pero la justificación omite algunos puntos clave	Identifica correctamente parte de la organización del texto pero la justificación omite algunos puntos clave O identifica correctamente la organización del texto pero no provee una justificación	No identifica correctamente la organización del texto
Inferencias	Infiere e interpreta el significado del texto de una manera muy plausible	Infiere e interpreta el significado del texto de una manera parcialmente plausible	Hace algunas inferencias plausibles con respecto al significado del texto	Las inferencias del significado del texto son en gran parte incompletas y / o no plausibles

Policy Analysis Practice Reading Assessment Handout Key (Parts A, B, & C):

A. Palabras clave: busca estas palabras en la lectura (no en el diccionario) y escríbelas en español.

1. favorite **predilecta**
2. to rename **renombrar**
3. poll **el sondeo**
4. school building **el plantel**
5. to undo **deshacerse**
6. White supremacy **la supremacía blanca**

B. La idea principal: en tus propias palabras, escribe la idea principal de este artículo en español.

Una escuela en Orlando, Florida creó una encuesta para que la comunidad pudiera votar por cambiar el nombre de Stonewall Jackson a un nombre que no tuviera raíces racistas. El nombre Roberto Clemente ganó con la mayoría del voto. Tomó tres años para llegar al voto, algo que la comunidad (especialmente la comunidad latina) identifica como su queja primaria. Lo más importante, según las personas citadas en el

artículo, es que en nombre de la escuela ya no va a celebrar a un hombre horrible.

C. Detalles de apoyo:

1. pon un X al lado de cada detalle mencionado en el artículo.
2. para cada detalle mencionado, escribe la información dada en el artículo.

1. ☒ el número de encuestas respondidas en español **850**
2. ☒ la duración de la batalla para eliminar el nombre de la escuela **3 años**
3. ☒ el porcentaje de encuestados que prefirieron el nombre de Roberto Clemente **70.2%**
4. ____ la población estudiantil de la escuela ____
5. ☒ quién fue Roberto Clemente **atleta estrella y infante de Marina de los Estados Unidos**
6. ☒ las estadísticas demográficas de la población estudiantil **75% hispana, 14% negra**
7. ____ la fecha oficial del cambio de nombre ____

Journal Prompt #4:

Diario #4

Fecha:

Explica cómo te sientes después de las actividades de análisis de políticas y de la actividad de la encuesta. ¿Ha cambiado tu forma de pensar? ¿Cómo? ¿Ves la necesidad de cambiar algunas políticas? Explica. ¿Cuales son las preguntas que aún tienes?

Lesson	22
Standards	Connections:

	<ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Justice Domain: 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society.
Mode(s) of Communication	<i>Interpretive communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Summative assessment - interpretive reading IPA</p> <p>55 minutes</p>	<p>Welcome students to class and begin by going over the interpretive reading assessment rubric from yesterday's lesson. Point out to students that today they will complete activities related to the organization of the text and making inferences.</p> <p>Hand out the assessment sheet and paper copies of the assessment reading. I encourage paper copies over electronic copies here so that students can't directly copy and paste, easily access translators, or use the control F key to search for information in the reading. Verbally go over the instructions for each section of the assessment. While students complete the assessment, circulate around the room to answer clarifying questions.</p> <p>This is a complex task. I suggest giving students the entire class period to complete the assessment so they do not feel rushed. If students finish early, they could do another choice activity quietly on their own. If the whole class finishes before the end of the period, you could play a game or do a community building activity.</p> <p>At the end of class, tell students you will evaluate their work using the rubric and return their evaluations to them tomorrow. Inform everyone that in tomorrow's lesson, they will complete an interpersonal speaking assessment.</p>	<p>Summative interpretive reading assessment handout</p> <p>Paper copies of the assessment reading</p> <p>Rubric for interpretive reading assessment from Lesson 21</p>

Supporting Documents

Summative Interpretive Reading Assessment Handout:

La evaluación sumativa - lectura interpretativa Nombre:

Lee este documento [Un futuro con el que todos podamos vivir: cómo la educación puede abordar y erradicar el racismo](#) y completa cada parte de la actividad interpretativa.

A. Palabras clave: busca estas palabras en la lectura y escríbelas en español.

1. socioeconomic inequalities _____
2. systemic racism _____
3. teachers _____
4. academic achievements _____
5. academic performance _____
6. curriculum _____
7. misrepresentations _____
8. implicit bias _____

B. Las ideas principales: en tus propias palabras, escribe las ideas principales de esta lectura en español.

C. Detalles de apoyo:

1. pon un X al lado de cada detalle mencionado en la lectura.
2. para cada detalle mencionado, escribe la información dada en la lectura.

1. ____ las autoras explican las causas de protestas por el mundo

2. ____ ejemplos de instituciones en las que el racismo sistémico está presente

3. ____ la probabilidad de ser expulsado temporalmente para un estudiante negro comparado con la probabilidad de un estudiante blanco _____
4. ____ datos sobre cómo la desigualdad racial persistente en la asistencia a la escuela y el rendimiento escolar en los Estados Unidos _____
5. ____ estadísticas específicas sobre la discriminación entre estudiantes en las escuelas latinoamericanas

6. ____ sugerencias de cómo se puede luchar contra el racismo en los sistemas educativos

D. Organización

¿Cómo organizaron las autoras esta lectura? (resalta todas las características)

direcciones	(auto)biografía	cronológica
alfabética	comparar / contrastar	
informativo	problema / solución	

¿Cómo sabes? Escribe justificación del texto aquí:

E. Inferencias

1. ¿Por qué podría ser importante que las autoras apoyaran sus afirmaciones con estadísticas de países alrededor del mundo, en vez de usar estadísticas de un solo país?

2. ¿Qué piensas que quieren lograr las autoras con este documento?

3. ¿Para quién es este documento? ¿Quiénes forman parte de la audiencia? ¿Cómo sabes?

F. Reacción personal: Usando información específica del texto para apoyar tu respuesta, escribe una reacción personal del artículo. (4+ oraciones completas)

Rubric for Interpretive Reading Assessment (adapted from Adair-Hauck et al., 2013) from Lesson 21

Summative Interpretive Reading Assessment Handout Key:

La evaluación sumativa - lectura interpretativa Nombre:

Lee este documento [Un futuro con el que todos podamos vivir: cómo la educación puede abordar y erradicar el racismo](#) y completa cada parte de la actividad interpretativa.

A. Palabras clave: busca estas palabras en la lectura y escríbelas en español.

1. socioeconomic inequalities **desigualdades socioeconómicas**
2. systemic racism **el racismo sistémico**
3. teachers **los docentes**
4. academic achievements **los logros académicos**
5. academic performance **el rendimiento escolar**
6. curriculum **el plan de estudios**
7. misrepresentations **las tergiversaciones**
8. implicit bias **el sesgo implícito**

B. Las ideas principales: en tus propias palabras, escribe las ideas principales de esta lectura en español.

El argumento de las autoras es que el racismo sistémico está integrado en cada parte de la sociedad no solo en los Estados Unidos, sino en cada país del mundo. Compartan datos sobre el racismo en los sistemas educativos para apoyar su argumento. Abogan por varios cambios para luchar contra el racismo en los sistemas educativos.

C. Detalles de apoyo:

1. pon un X al lado de cada detalle mencionado en la lectura.
2. para cada detalle mencionado, escribe la información dada en la lectura.

1. ☒ las autoras explican las causas de protestas por el mundo **el trato desigual e injusto, la violencia, la desigualdad económica y social, la falta de oportunidades, la elaboración de perfiles raciales, la marginación, las microagresiones y las innumerables indignidades de cada día**
2. ☒ ejemplos de instituciones en las que el racismo sistémico está presente **los gobiernos, los lugares de trabajo, los tribunales, la policía y las instituciones educativas**

3. ☒ la probabilidad de ser expulsado temporalmente para un estudiante negro comparado con la probabilidad de un estudiante blanco **3,6 veces más probabilidades de ser expulsados**
4. ____ datos sobre cómo la desigualdad racial persistente en la asistencia a la escuela y el rendimiento escolar en los Estados Unidos _____
5. ____ estadísticas específicas sobre la discriminación entre estudiantes en las escuelas latinoamericanas _____
6. ☒ sugerencias de cómo se puede luchar contra el racismo en los sistemas educativos **Apoyar a las escuelas para que apliquen políticas educativas que fomenten escuelas con integración racial, Formar y contratar docentes que reflejen la diversidad de los estudiantes, Examinar el plan de estudios desde múltiples puntos de vista, Tener en cuenta el sesgo implícito**

D. Organización

¿Cómo organizaron las autoras esta lectura? (resalta todas las características)

direcciones

(auto)biografía

cronológica

alfabética

comparar / contrastar

informativo

problema / solución

¿Cómo sabes? Escribe justificación del texto aquí: **Es informativo porque en la primera parte del texto las autoras usan datos mundiales para enfatizar que el racismo sistémico existe en los sistemas educativos alrededor del mundo. Después de la primera parte, explican sus recomendaciones de cómo se puede luchar contra el racismo (soluciones, ejemplos específicos en la respuesta de parte C, #6).**

E. Inferencias **(estas respuestas son ejemplos)**

1. ¿Por qué podría ser importante que las autoras apoyaran sus afirmaciones con estadísticas de países alrededor del mundo, en vez de usar estadísticas de un solo país?

Usar estadísticas mundiales hace que su argumento sea más poderoso. El racismo sistémico no es el problema de otro país; es el problema de todos.

2. ¿Qué piensas que quieren lograr las autoras con este documento?

Quieren convencer a todos que el racismo sistémico es un problema mundial, especialmente en los sistemas educativos. Quieren conmovir a todos para que tomen acción. Quieren inspirar emoción y esperanza a la vez.

3. ¿Para quién es este documento? ¿Quiénes forman parte de la audiencia? ¿Cómo sabes?

Creo que este documento es para personas en roles de liderazgo y también para ciudadanos como yo. Es importante que cada ciudadano tenga conocimiento de esta información, pero un ciudadano como yo no puede cambiar el sistema entero. Tiene que ser una lucha colectiva. Los gobiernos que tienen el poder de cambiar políticas en los sistemas educativos necesitan saber las recomendaciones de estas autoras. Creo que el uso de muchos datos mundiales es para este grupo de líderes.

F. Reacción personal: Usando información específica del texto para apoyar tu respuesta, escribe una reacción personal del artículo. (4+ oraciones completas)

Las respuestas variarán.

Lesson	23
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to talk about what they would do in hypothetical situations. • Students will be able to advocate for policies that promote justice and equity in education systems. • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. • Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. • Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<p><i>Interpersonal communication</i></p> <p><i>Interpretive communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Introduction to summative interpersonal speaking assessment</p> <p>10 minutes</p>	<p>Welcome students to class and return their completed rubrics from yesterday's interpretive reading assessment. Explain to them that today they are going to use their learning from yesterday's assessment and from the unit as a whole to participate in partner conversations for their summative interpersonal speaking assessment. Reassure them that they are well prepared for this assessment!</p> <p>Project the interpersonal speaking rubric and read</p>	<p>Rubric for interpretive reading assessment (evaluated by you) from Lesson 21</p>

	<p>through it aloud so students know how they will be evaluated. Tell them they will be discussing five scenarios with a partner and how they might respond if they were in these situations.</p> <p>Give students some tips and reminders for the assessment. They do not always need to speak in complete sentences. They should listen to their partners and ask follow up and/or clarifying questions. Suggest that they take turns reading the scenarios aloud in their pairs.</p> <p>Explain that pairs will be recording their conversations on Flipgrid so you can evaluate their work more closely after class. Each pair will need an electronic device for recording. Have the Flipgrid topic ready to be shared with pairs before class.</p>	Rubric for interpersonal speaking assessment
<p>Summative interpersonal speaking assessment - five scenarios</p> <p>20 minutes</p>	<p>Randomly pair students up and project pairs on the whiteboard. Have one person from each pair get a device and the handout with the five scenarios. Let pairs spread out and use the hallway or other space near the classroom so they can record without too much background noise. Instruct students to join the Flipgrid topic and begin recording. They will have ten minutes maximum to discuss all five scenarios.</p> <p>Set a timer for ten minutes (conversations should be a minimum of five minutes). I would not display the timer but would tell students when five minutes have passed and when they have one minute left. Circulate around the room and extra space while students converse. Take general notes on good things you hear and see so you can bring back celebrations at the end.</p> <p>*Note: It will take longer to evaluate the Flipgrids after class, but if this is the first summative interpersonal speaking assessment of the year, you want students to feel comfortable. Also, it is sometimes too difficult to give the best feedback live.</p> <p>Bring the class back together and share your celebrations. Ask students how they felt about the assessment and if they have any other comments they would like to share.</p> <p>*Note: Evaluate all student Flipgrids in the next day or two to ensure students get timely feedback.</p> <p>The interpersonal speaking assessment scenarios in English are as follows:</p> <ol style="list-style-type: none"> 1. Your grandpa says that privilege has nothing to do with skin color. 	<p>Interpersonal speaking assessment scenarios handout</p> <p>Electronic devices for recording on Flipgrid</p> <p>Flipgrid topic and link to share with pairs</p>

	<ol style="list-style-type: none"> 2. In math class, other students always assume that a student from China should know all the right answers. They make fun of her when she makes a mistake. 3. In English class, you note that the teacher never calls on girls. She always encourages participation from boys. 4. In the hallway, you hear a conversation between two white students. They say that a Black student shouldn't be in their advanced biology class because the only thing he can do is play football. 5. The principal wants to talk with you, as Latinx students, because she wants to change the curriculum of history classes so they are more inclusive. She asks you what the most important events in Latinx history are. 	
<p>Introduction to final project</p> <p>10 minutes</p>	<p>Tell students that you are now going to introduce them to the final project of the unit, which focuses on advocating for an existing policy or the creation of a new policy related to education systems.</p> <p>Give each student a copy of the project handout and read over it aloud. The project will be broken up into different steps so as not to overwhelm students. First they will make their visual presentations using Adobe Spark and then they will write their short essays. Visual presentations will be shared with the whole class; essays will be turned in only to you. Allow students to ask questions they have about the project thus far.</p>	<p>Final project handout with visual presentation and essay rubrics</p>
<p>Final project theme decisions</p> <p>15 minutes</p>	<p>Project the What is policy? handout from lesson 16. Remind students that policies are conditions that can be turned into problems.</p> <p>Write a list of potential project themes (these are not policies) on the whiteboard or type the list on a document that you can project. Some ideas are: the same or similar theme students focused on for their surveys, student mental health, grading systems, the use of ACT/SAT scores as part of the college admissions process, student suspensions and expulsions, something related to advanced courses at the high school level, anything specific to your school, your school district, or your state/national education system, standardized testing, school mascots, and the recitation of the Pledge of Allegiance. Students are of course welcome to choose a theme that is not on this list. More than one student can</p>	<p>What is policy? handout from Lesson 16 projected</p> <p>Potential project themes projected</p>

	<p>choose the same theme because the way they approach the theme from a policy and advocacy standpoint should be unique.</p> <p>Give students the rest of the class period to pick their themes and report them to you so you can record them. Students may want to do a quick internet search of themes when they are making their decision to see if any interesting sources come up right off the bat. Remind them that their theme is not the same as their existing or new policy that they will be advocating for. Instruct them to begin brainstorming how they will connect their chosen theme to a policy. Tell students that the investigation for the visual presentation will start tomorrow.</p>	
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Supporting Documents

Interpersonal Speaking Assessment Scenarios Handout:

Situaciones hipotéticas:

Imaginen que se encuentran en estas situaciones.

¿Qué harían? ¿Cómo le responderían a estas personas? ¿Qué acciones o respuestas podrían ser inapropiadas para cada situación hipotética?

#1: Su abuelo dice que el privilegio no tiene nada que ver con el color de la piel.

#2: En la clase de matemáticas, los otros estudiantes siempre suponen que una estudiante de China debe saber todas las respuestas correctas. Se burlan de ella cuando comite un error.

#3: En la clase de inglés, notan que la maestra nunca llama a chicas. Siempre anima la participación de los chicos.

#4: En el pasillo, oyen una conversación entre dos estudiantes blancos. Dicen que un estudiante negro no debe estar en su clase

de biología avanzada porque la única cosa que puede hacer él es jugar al fútbol americano.

#5. La directora de la escuela quiere hablar con ustedes, como estudiantes latinx, porque quiere cambiar el plan de estudios para las clases de historia para que sea más inclusivo. Les pregunta cuáles son los eventos más importantes en la historia latina.

Rubric for Interpersonal Speaking Assessment (adapted from Clementi, 2018; Glynn, et al., 2018):

Rúbrica de participación:

	4 - A	3 - B	2 - C	1 - D
Comunicación	Mantiene la conversación haciendo y respondiendo a preguntas relacionadas con el tema, incluyendo preguntas de seguimiento y comentarios para desarrollar el tema; expresa opiniones con evidencia de apoyo	Mantiene la conversación haciendo y respondiendo a preguntas relacionadas con el tema; expresa opiniones con razones	Responde a preguntas de otros y puede que haga preguntas sencillas	No trata de responder a preguntas de otros ni de hacer preguntas
Contenido	Se mantiene concentrad@ y ayuda a su compañer@ a mantenerse concentrad@ también	Se mantiene concentrad@	Se mantiene concentrad@ por la mitad de la conversación	Se mantiene concentrad@ por muy poco de la conversación; su compañer@ tiene que ayudarle a concentrarse
Comprensibilidad	El lenguaje es correcto; puede reformular o	El lenguaje es generalmente correcto; algunos	El lenguaje contiene algunos errores que a	El lenguaje contiene muchos errores que dificultan

	explicar como necesite; los errores pequeños no interfieren con la comprensión	errores requieren repetición; tiene que reformular para ser comprendid@	veces dificultan la comprensión	la comprensión
Conocimiento del contenido	Produce una clara y precisa representación del contenido y llega a conclusiones profundas	Produce una precisa representación del contenido con dominio suficiente	Produce una precisa representación del contenido de alguna manera, pero omite unos detalles críticos	Produce una representación imprecisa del contenido por omitir detalles críticos
Pensamiento crítico	Aborda la cuestión de justicia social pensativamente y críticamente, tomando en cuenta una variedad de perspectivas	Aborda la cuestión de justicia social pensativamente y críticamente	Aborda la cuestión de justicia social sin mucha evidencia de pensamiento crítico o consideración	Aborda la cuestión de justicia social sin evidencia de pensamiento crítico o consideración

Final Project Handout with Visual Presentation and Essay Rubrics:

El proyecto final: sistemas educativos

Nombre:

Objetivos:

Puedo abogar por políticas que promueven justicia y equidad en los sistemas educativos.

Justicia 12: Puedo reconocer, describir y distinguir la injusticia en los diferentes niveles de la sociedad.

Justicia 13: Puedo explicar el impacto a corto y a largo plazo que tienen las palabras y los comportamientos basados en prejuicios, así como las prácticas, leyes e instituciones injustas que limitan los derechos y libertades de las personas basándose en sus grupos de identidad colectiva.

Acción 17: Soy responsable de mantenerme firme en el rechazo a la

exclusión, los prejuicios y la injusticia.

Instrucciones:

Para el proyecto final de esta unidad, vas a reflexionar sobre todo lo que hemos aprendido, analizado y cuestionado. Con respecto a los sistemas educativos, ¿Qué es lo que se necesita mantener? ¿Qué es lo que se necesita cambiar? Vas a abogar por el cambio de una política actual o por la creación de una política nueva que tiene que ver con sistemas educativos. Primero, vas a diseñar una presentación visual que aboga por tu política. Después, vas a escribir un ensayo para desarrollar tu argumento.

La presentación visual usando Adobe Spark:

- Vas a usar fotos para mantener, cambiar o proporcionar una solución a una política actual o para abogar por una política nueva que tiene que ver con sistemas educativos
- El proyecto va a mostrar un impacto de una política actual desde tu perspectiva O comunicar la necesidad de una política nueva desde tu perspectiva y demostrar un mensaje de esperanza y empoderamiento
- La presentación visual durará **2 minutos**.
- Ideas para desarrollar el tema:
 - ¿Quién? ¿Para quién es la presentación visual?
 - ¿Por qué? ¿Por qué es tan importante el tema?
 - ¿Qué? ¿Qué necesita cambiar?
 - ¿Dónde? ¿Dónde podría presentar esta información?
 - ¿Cuándo? ¿Cuándo podría presentar esta información?

La rúbrica para la presentación visual y oral:

	4 - A	3 - B	2 - C	1 - D
La presentación	Habla en voz alta con fluidez. La	Habla en voz alta con fluidez durante la	Es un poco difícil oír o entender al	Es muy difícil oír y entender al

	pronunciación es muy buena y es fácil entender todo. El tema está presente y muy bien explicado. La organización de la presentación es lógica. Dura 2 minutos.	mayoría de la presentación. La pronunciación es buena y es fácil entender todo. El tema está presente y bien explicado. La organización de la presentación es lógica. Dura ~1 minuto 30 segundos.	presentador(a). Hay una falta de fluidez y algunos errores de pronunciación. El tema está presente pero no está explicado. La organización confunde a la audiencia. Dura ~1 minuto 15 segundos.	presentador(a). Hay una falta de fluidez y muchos errores de pronunciación. El tema no está presente. La organización de la presentación es ilógica. Dura 1 minuto o menos.
Fotos	Las fotos son de buena calidad y relacionan con el tema. Cada foto o casi cada foto tiene una leyenda.	La mayoría de las fotos son de buena calidad y relacionan con el tema. Casi cada foto tiene una leyenda.	La mitad de las fotos son de buena calidad y relacionan con el tema. La mitad de las fotos tiene una leyenda.	Las fotos no son de buena calidad y no relacionan con el tema. La mayoría de las fotos no tiene una leyenda.

El Ensayo:

- Vas a escribir un ensayo de 1-2 páginas.

El ensayo: explica por qué decidiste el tema y para quién es un tema importante, explica cómo 3 fuentes apoyan tu tema y tu investigación (aquí puedes usar los resultados de tu encuesta, si son pertinentes), y haz una reflexión sobre la investigación y esta unidad de los sistemas educativos.

- **Narración:** Explica qué es tu tema y por qué lo elegiste. ¿Por qué es importante para ti, para otros estudiantes, para la comunidad, para el país, para el mundo?
- **Empleo de literatura relevante:** ¿Cuáles son algunas fuentes que ya existen para apoyar tu tema? Explica cómo son relevantes usando citas directas e indirectas. Aquí puedes usar los resultados de tu encuesta si tiene que ver con tu tema.

- “Según el artículo título aquí por (autor)...”
- “Según los resultados de mi encuesta...”
- Pon las fuentes en la última página del ensayo

○ **Reflexión:**

- ¿Qué aprendiste sobre la política y el significado de abogar por algo haciendo este proyecto?
- ¿Ha cambiado tu manera de pensar en tu voluntad y en tu habilidad de abogar por cambios positivos en el mundo?
- ¿Qué te da esperanza? ¿Qué te empodera?
- ¿Cuál es el impacto de este proyecto en tu vida como estudiante, joven, líder?

Rúbrica para el ensayo (adapted from Carlson, 2020; Glynn et al., 2018):

	4 - A	3 - B	2 - C	1 - D
Entendimiento de la justicia social	Demuestra comprensión compleja y detallada de la cuestión de justicia social	Demuestra comprensión apropiada de la cuestión de justicia social.	Demuestra comprensión limitada de la cuestión de justicia social	No demuestra comprensión de la cuestión de justicia social
Conocimiento del contenido	Produce una clara y precisa representación del contenido y llega a conclusiones profundas	Produce una precisa representación del contenido con dominio suficiente	Produce una precisa representación del contenido de alguna manera, pero omite unos detalles críticos	Produce una representación imprecisa del contenido por omitir detalles críticos
Pensamiento crítico	Aborda la cuestión de justicia social pensativamente y críticamente, tomando en cuenta una variedad de perspectivas	Aborda la cuestión de justicia social pensativamente y críticamente	Aborda la cuestión de justicia social sin mucha evidencia de pensamiento crítico o consideración	Aborda la cuestión de justicia social sin evidencia de pensamiento crítico o consideración

Empleo de literatura relevante	Explica 3+ fuentes y cómo apoyan el tema. El/la estudiante cita correctamente las fuentes en el ensayo y cada fuente aparece en una lista de fuentes	Explica 2 fuentes y cómo apoyan el tema. El/la estudiante cita correctamente las fuentes en el ensayo y cada fuente aparece en una lista de fuentes	Explica 2 fuentes y cómo apoyan el tema. Hay errores en cómo el/la estudiante cita las fuentes y/o falta la lista de fuentes	Explica 1 fuente o menos. Hay errores en cómo el/la estudiante cita las fuentes y falta la lista de fuentes
Reflexión	La parte de reflexión contesta todas las preguntas con mucho detalle	La parte de reflexión contesta todas las preguntas con detalle	La parte de reflexión contesta la mitad de las preguntas con detalle	La parte de reflexión contesta menos de la mitad de las preguntas y/o no contiene detalle
Comprensibilidad	El vocabulario es variado y adecuado. Hay muy pocos errores de gramática, ortografía, uso de mayúsculas, puntuación, y/o tilde	El vocabulario es generalmente variado y adecuado. Hay pocos errores de gramática, ortografía, uso de mayúsculas, puntuación, y/o tilde, pero no dificultan la comprensión	El vocabulario es básico pero adecuado. Hay varios errores de gramática, ortografía, uso de mayúsculas, puntuación, y/o tilde que a veces dificultan la comprensión	El vocabulario adecuado es limitado. Hay muchos errores de gramática, ortografía, uso de mayúsculas, puntuación, y/o tilde que dificultan la comprensión

Lesson	24
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students propose changes to school policies; summative presentational communication assessment introduces students to what it means to be an advocate <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p>

	17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
Objectives	<ul style="list-style-type: none"> • Students will be able to advocate for policies that promote justice and equity in education systems. • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. • Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. • Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<i>Interpretive communication</i> <i>Presentational communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Tutorial - how to find the best sources for the final project</p> <p>15 minutes</p>	<p>Welcome students to class and return their evaluated rubrics from yesterday's interpersonal speaking assessment (if you have not finished viewing all Flipgrids, do this tomorrow). Ask students to turn to a partner and share their final project themes and any potential connections to a policy they brainstormed yesterday.</p> <p>Explain to students that you are going to guide them in finding the best sources to use in their presentations and essays.</p> <p>*Note: This activity will vary depending on your school and situation. My school has credentials students can use to access databases including Ebsco. Talk to your school librarian or technology specialist to find out if you have access to these databases.</p> <p>Pick a theme for yesterday's suggested list, open up Ebsco database or a similar database, and show students how they can search for sources. Explain that they should not use the words "impact" or "effect" as keywords in their searches. They should brainstorm as many possible searches as possible. Tell them that the word "and" generates all keywords in results, while "or" only generates one keyword in the results.</p>	<p>Access to databases</p> <p>Projector for displaying example source investigation</p> <p>Teacher-created handout with database information and tips</p>

	<p>Example search: (student mental health) and (policy) and (secondary school) vs the results that are shown when you search (student mental health) or (policy) or (secondary school)</p> <p>Post these source investigation tips on the projector or whiteboard or create a handout for students with information on accessing databases along with these tips. Some source investigation will likely take place in English, which I think is acceptable since all of students' projects will be in Spanish.</p>	
<p>Review visual presentation handout</p> <p>5 minutes</p>	<p>Instruct students to get out their final project handouts from yesterday and follow along as you review the requirements and the grading rubric for the visual presentation. Take any questions from students. Tell them they will have class time today and the following two days to complete their visual presentations.</p>	<p>Final project handout with visual presentation and essay rubrics from Lesson 23</p>
<p>Source investigation</p> <p>30 minutes</p>	<p>Give each student a copy of the source investigation notes document. Remind students that they need to utilize two sources in their essay for a B and three or more for an A.</p> <p>Students will now use the available databases to search for sources that will support their advocacy of a new or existing policy. Students must document what each source is, where it comes from, and write a brief summary of the source. Direct quotes should be used minimally, but they should write down any quotes that they are interested in incorporating into their essays. Make sure students save a link and/or all essential information so they can find their sources again.</p> <p>Circulate while students work to complete their notes document and help any student struggling to find appropriate sources.</p> <p>Collect the notes document so you can review it before the next class and see if any students need more individual help.</p>	<p>Source investigation notes document</p> <p>Electronic devices</p>
<p>Exit task</p> <p>5 minutes</p>	<p>Instruct students to turn to a partner and share something about their experience finding sources. Did they find anything particularly interesting? What went well? What was challenging? Circulate around the room while pairs discuss and ask volunteers to share out.</p>	

Supporting Documents

Final Project Handout with Visual Presentation and Essay Rubrics from Lesson 23

Source Investigation Notes Document:

El proyecto final: sistemas educativos

Nombre:

Busca 3 (o más) fuentes que apoyan el tema. Puedes usar los resultados de tu encuesta si tienen que ver con el tema de este proyecto. Vamos a usar varias bases de datos para encontrar información relevante.

Para cada fuente, explica... ¿Qué es? ¿De dónde viene? Escribe un resumen de los hechos más importantes SIN plagiar. Escribe también las citas directas que piensas que querrás usar.

Fuente #1:

Fuente #2:

Fuente #3:

Fuente #4:

Lesson	25
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students propose changes to school policies; summative presentational communication assessment introduces students to what it means to be an advocate <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to advocate for policies that promote justice and equity in education systems. • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. • Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. • Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<p><i>Interpretive communication</i></p> <p><i>Presentational communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Adobe Spark tutorial &	Welcome students to class and return their source investigation notes documents from yesterday. Make a note to yourself of which students will need additional	Final project handout from Lesson

<p>explanation of visual presentation work for today</p> <p>50 minutes</p>	<p>support from you in finding sources so you can address this during one-on-one meetings today.</p> <p>Give each student a copy of the visual presentation script handout and the visual presentation checklist.</p> <p>*Note: Before today's lesson, you will want to explore Adobe Spark and get comfortable with it. You may even want to create a mini-presentation you can share with students as an example.</p> <p>Tell students they will use their source notes from yesterday and the instructions in the final project handout from Lesson 23 to decide how they will organize their visual presentations. Today they will complete their script so every second of their two minute presentation is accounted for.</p> <p>Show students how to use Adobe Spark. Project your screen and go to spark.adobe.com. Students can log in with their school email accounts. They will go to create a new project → video. They can choose any template they like. First, students must finish their visual presentation script handout so they have each moment of their two minute presentation planned out. They can find free photos and play around with the layout of the photos. Once they have all their photos in the order they want, they can record their presentations according to their scripts. Adobe Spark recommends ten second recordings for each photo. Students can preview their videos once they are finished recording. Then they must publish their videos to generate a link they can share with you.</p> <p>Give students time to ask questions about Adobe Spark and the presentation script. Read over the presentation checklist so students know what they should include and what you will be looking for as part of their evaluation. Tell them they will turn in their completed checklists once they have finished their presentations (likely in the next class). Then, let them get to work. Remind them that their script needs to be done by the end of class today. If students finish early, they can begin their Adobe Spark visual presentations.</p> <p>At the end of class, collect script handouts so you can check them over and ensure students are on track. These will be returned at the beginning of the next class.</p>	<p>23</p> <p>Source investigation notes document from Lesson 24</p> <p>Visual presentation script handout</p> <p>Visual presentation checklist</p> <p>Electronic devices https://spark.adobe.com/</p>
<p>One-on-one meetings</p>	<p>As students are working on their scripts, call students back to your desk one by one to discuss their progress on the final project. I recommend starting with</p>	<p>Teacher notes</p>

35-40 minutes during student script work time	the students who need help identifying and implementing appropriate sources. Talk about what is going well and what they need help with. This is a good opportunity for quieter students to ask questions. Take notes during these meetings as needed if any student has a question you will need to return to at a later time. Be encouraging and make sure you find at least one thing to celebrate for each student.	
Student self-assessments 5 minutes	To close out the week, students will complete their fourth round of self-assessments. Have students get out their can-do statements document that was shared with them on Lesson 1. Students should write today's date in the fourth column. Read off the description of the 4-3-2-1 scale aloud and then read each statement. Students should rate themselves on the 4-3-2-1 scale for each statement. At this point in the unit, every objective has at least been introduced. Some objectives have been practiced many times. Tell students that there is one week left in the unit and that the goal is for their last self-assessment to be full of 3s and 4s.	Can-do Statements document from Lesson 1

Supporting Documents		
Final Project Handout with Visual Presentation and Essay Rubrics from Lesson 23		
Source Investigation Notes Document from Lesson 24		
Visual Presentation Script Handout:		
El proyecto final: sistemas educativos Nombre:		
Tutorial de Adobe Spark + el guión para grabar la presentación Antes de crear la presentación usando Adobe Spark, es necesario planear cada momento de los 2 minutos. Lee de nuevo la rúbrica para la presentación y llena la tabla con cada detalle. Recuerda que no hay ni un mínimo ni máximo número de fotos requeridas.		
¿Cuándo?	Ideas para foto(s)	Lo que voy a grabar en este momento...

¡Ahora empieza la presentación visual! Tendrás tiempo para terminarla mañana.

Visual Presentation Checklist:

El proyecto final: sistemas educativos

Nombre:

Por favor, mándame un correo electrónico para compartir tu presentación visual conmigo.

Instrucciones: Lee cada elemento de la presentación visual y bajo la columna "yo", escribe sí o no

	Yo	Ms. Chirhart
La presentación dura 2 minutos		
Explico el tema de mi presentación en los primeros 30 segundos de la presentación		
Explico cómo 2+ fuentes apoyan mi tema en la presentación		
Explico la importancia de mi tema		
Demuestro un mensaje/tono de		

esperanza y empoderamiento		
Cada foto relaciona con mi tema		
Es fácil entender mi presentación oral (la grabación)		

Preguntas para Ms. Chirhart sobre mi presentación visual aquí:

Comentarios de Ms. Chirhart sobre tu presentación aquí:

Can-Do Statements Document from Lesson 1

Week 6

Lesson	26
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students propose changes to school policies; summative presentational communication assessment introduces students to what it means to be an advocate <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to advocate for policies that promote justice and equity in education systems.

	<ul style="list-style-type: none"> • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. • Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. • Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<i>Interpretive communication</i> <i>Presentational communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Visual presentation work time 35 minutes	<p>Before class, take a look at student scripts from Lesson 25 with the presentation checklist. Take a quick look to make sure nothing big is missing from the script.</p> <p>Welcome students to class and return their completed script handouts from Lesson 25. Have them get out all handouts for the project. Tell them they will have 30 minutes today to finish their visual presentations and complete the presentation checklist. Students may want to spread out or use the hallway to record their presentations so it is quiet. When they have finished the recording and published their Adobe Spark videos, they should complete the checklist and turn it in to you. You will check over presentations before the next couple of class periods so students can make any necessary final changes before they present to the entire class and are evaluated.</p> <p>Circulate as students work to assist with technology issues and to answer questions. Make sure students stay on task. You can also hold individual meetings during this time if there are any students who did not get enough time with you yesterday.</p>	Final project handout from Lesson 23 Source investigation notes document from Lesson 24 Visual presentation script handout and checklist from Lesson 25 Electronic devices https://spark.adobe.com/
Introduction to essay	Before class, make sure you have a copy of the essay rough draft document assigned to each student via	Electronic copy of

rough draft 10 minutes	<p>Google Classroom or the digital platform of your choice. Essays will be typed.</p> <p>Project the essay rough draft document and pass out a paper copy of the essay checklist to each student. Explain that they will start writing their rough drafts today and will have the majority of class tomorrow to finish. Remind students of the essay requirements and grading rubric by pulling up the final project handout from Lesson 23 and going the essay component in detail. Then read over the essay checklist aloud. Explain that when students are done writing their rough drafts, they will complete the checklist for their own work. Later on this week they will participate in a peer editing activity and their peer editor will fill out the checklist for their essay, too. Finally, you will fill out the checklist and give students feedback before they write the final version of the essay. Give students time to ask questions about the essay before moving on.</p>	<p>essay rough draft document</p> <p>Essay checklist</p>
<p>Essay rough draft work time</p> <p>10 minutes</p>	<p>Students will spend the last ten minutes of class beginning their rough drafts. Instead of writing out complete sentences, you might encourage them to start with bullet points for each paragraph. Remind them to have their checklists, rubric, and sources documents in front of them as they work on their computers. There will certainly be some overlap between what is said in their visual presentations and what they type in their essays, but the essays will go much more in-depth.</p> <p>Circulate while students start to work and give them a few minutes to get organized and pack up before class ends.</p>	

Supporting Documents

Final Project Handout with Visual Presentation and Essay Rubrics from Lesson 23

Source Investigation Notes Document from Lesson 24

Visual Presentation Script Handout from Lesson 25

Visual Presentation Checklist from Lesson 25

Essay Rough Draft Document (shared digitally):

El borrador del ensayo

1. Lee otra vez la hoja informativa “**El proyecto final: sistemas educativos**” para que sepas los elementos necesarios del ensayo y para que entiendas la rúbrica de evaluación.
2. Empieza a escribir el borrador. **Escribe en español.**

***La parte de la narración y el empleo de la literatura relevante debe ser de 2 a 4 párrafos (un párrafo contiene 3-10 oraciones completas). La parte de la reflexión debe ser la última parte del ensayo y de 1-3 párrafos.**

Pon la lista de tus fuentes aquí. Quiero el nombre del autor(es), el título del artículo, y un enlace si hay.

Essay Checklist:

Instrucciones: Lee cada elemento del borrador del ensayo y bajo la columna “yo”, escribe sí o no

	Yo	Mi compañer@ de clase	Ms. Chirhart
El borrador es 1-2 páginas (Times New Roman 12, doble espacio)			
La narración explica el tema y por qué es importante			
Explico cómo 2+ fuentes apoyan mi tema en el ensayo			
Tengo citas directas e indirectas de mis fuentes			

Contesto cada de las 5 preguntas en la parte de reflexión			
Tengo una lista de fuentes			

Ahora, lee esta parte de la rúbrica y decide la nota que mereces para cada categoría y por qué.

	4 - A	3 - B	2 - C	1 - D
Entendimiento de la justicia social	Demuestra comprensión compleja y detallada de la cuestión de justicia social	Demuestra comprensión apropiada de la cuestión de justicia social.	Demuestra comprensión limitada de la cuestión de justicia social	No demuestra comprensión de la cuestión de justicia social
Conocimiento del contenido	Produce una clara y precisa representación del contenido y llega a conclusiones profundas	Produce una precisa representación del contenido con dominio suficiente	Produce una precisa representación del contenido de alguna manera, pero omite unos detalles críticos	Produce una representación imprecisa del contenido por omitir detalles críticos
Pensamiento crítico	Aborda la cuestión de justicia social pensativamente y críticamente, tomando en cuenta una variedad de perspectivas	Aborda la cuestión de justicia social pensativamente y críticamente	Aborda la cuestión de justicia social sin mucha evidencia de pensamiento crítico o consideración	Aborda la cuestión de justicia social sin evidencia de pensamiento crítico o consideración

	Yo	Mi compañer@ de clase	Ms. Chirhart
Entendimiento de la justicia social			

Conocimiento del contenido			
Pensamiento crítico			

Preguntas para Ms. Chirhart/mi compañer@ de clase sobre mi borrador aquí:

Comentarios de mi compañer@ de clase aquí:

Comentarios de Ms. Chirhart sobre tu borrador aquí:

Lesson	27
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students propose changes to school policies; summative presentational communication assessment introduces students to what it means to be an advocate <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>

Objectives	<ul style="list-style-type: none"> • Students will be able to advocate for policies that promote justice and equity in education systems. • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. • Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. • Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<i>Interpretive communication</i> <i>Presentational communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Opener 5 minutes	<p>Welcome students to class and return any (ideally all) of the visual presentation checklists you were able to fill out that students turned in to you yesterday. Students can use class time or their own time to make any necessary changes to the final version of their presentations. They can ask questions about your feedback during essay rough draft work time.</p> <p>Tell students they have today's class period to finish writing their rough drafts. Final versions of the rough draft will be turned in at the end of class in Lesson 29, so encourage them to do their best work.</p>	Visual presentation checklists from Lesson 25 evaluated by you
Essay rough draft work time 40 minutes	<p>Instruct students to pick up where they left off yesterday with their essay rough drafts. Remind them to have their checklists, rubric, and sources documents in front of them as they work on their computers. They might spend the first 5-10 minutes finishing their brainstorming/outlining and then they should get to work writing the full rough draft. They should have plenty of time to finish since the essay only needs to be 1-2 pages.</p> <p>Circulate while students write their drafts to help students stay on task and answer any questions that arise.</p>	<p>Electronic devices</p> <p>Electronic copy of essay rough draft document from Lesson 26</p> <p>Essay checklist from Lesson</p>

		26
<p>Student rough draft self-evaluation</p> <p>10 minutes</p>	<p>At this point, students should be finished with their rough drafts. Give them time to complete the full essay checklist for their own work. Project the checklist on your screen and go over each section, paying special attention to the social justice understanding, content knowledge, and critical thinking categories of the rubric. Students must write in the grade they think they deserve for each of those categories and explain why. Emphasize the last section of the checklist in which students can write specific questions they want their peer editors and you to address.</p> <p>Then, have students turn to a partner and share what they think their biggest strength is with their essay and their biggest area for improvement. Circulate and listen while students share with each other.</p>	<p>Essay checklist from Lesson 26 projected</p>

Supporting Documents	
<p>Final Project Handout with Visual Presentation and Essay Rubrics from Lesson 23</p> <p>Source Investigation Notes Document from Lesson 24</p> <p>Essay Rough Draft Document (shared digitally) from Lesson 26</p> <p>Essay Checklist from Lesson 26</p>	

Lesson	28
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students propose changes to school policies; summative presentational communication assessment introduces students to what it means to be an advocate - Lifelong Learning: The use of journal prompts for reflection throughout the unit <p>Justice Domain:</p>

	<p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to write reflections on topics related to education. • Students will be able to advocate for policies that promote justice and equity in education systems. • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. • Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. • Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<p><i>Interpretive communication</i></p> <p><i>Interpersonal communication</i></p> <p><i>Presentational communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Teacher response to Journal #4, Journal prompt #5</p> <p>15 minutes</p>	<p>Welcome students to class and instruct them to open up their journals. Remind them that journals will be graded at the end of the unit (they have one more prompt to answer after this one). Give students a couple minutes to read over your comments from prompt #4 and answer any questions you left.</p> <p>Show students prompt #5: How is the final project going? What are your strengths and weaknesses with a project like this? What have you learned that you didn't know before? What are you learning about yourself?</p> <p>Give students 5-10 minutes to respond. Write your own reflection during this time, too. Consider what parts of the final project are working well and not working as well as you thought. Reflect on what you are learning</p>	<p>Journaling document from Lesson 1</p> <p>Timer to display</p>

	<p>about your students and about yourself.</p> <p><i>*Note: You will discuss this response in person with students during individual meetings tomorrow.</i></p>	
<p>Essay rough draft peer editing activity</p> <p>35 minutes</p>	<p>Before class, decide how you will pair up students for the peer editing activity. I suggest pairing up students intentionally so they are with someone they get along with but aren't necessarily good friends with. You could also pair them up randomly. You know your students best.</p> <p>Emphasize the importance of being helpful but kind as a peer editor. Ask students if there are any other practices they want their classmates to keep in mind as they edit. Instruct students to sit next to their partner, digitally share their rough draft with their partner, read over their partner's essay and fill out the essay checklist while they do so. Remind them to address any questions their partner left for them. Project names of pairs on the board.</p> <p>Circulate around the room as students peer edit to check in on pairs and ensure there are no issues. Give students about 20 minutes to read and complete each part of the checklist.</p> <p>Then, tell the whole class that they should now spend 5 minutes on each students' essay discussing the checklist. As pairs finish up their conversations, have them turn in the essay checklist to you so you can use it to evaluate their work before and during the next class.</p>	<p>Electronic devices</p> <p>Electronic copy of essay rough draft document from Lesson 26</p> <p>Essay checklist from Lesson 26</p>
<p>Whole class check-in</p> <p>5 minutes</p>	<p>Before students leave for the day, ask them to share some thoughts and reflections on the peer editing process. How did it feel to be vulnerable and share their work with a peer? What did they learn from this experience? Tell them that tomorrow they will meet with you individually to discuss their essays and journal prompt #5 while they work on the final drafts of their essays.</p>	

Supporting Documents

Final Project Handout with Visual Presentation and Essay Rubrics from Lesson 23

Essay Rough Draft Document (shared digitally) from Lesson 26

Essay Checklist from Lesson 26**Journal Prompt #5:**

Diario #5

Fecha:

¿Cómo va el proyecto final? ¿Cuáles son tus fortalezas y debilidades con un proyecto como éste? ¿Qué has aprendido que no sabías antes? ¿Qué estás aprendiendo sobre ti mism@?

Lesson	29
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students propose changes to school policies; summative presentational communication assessment introduces students to what it means to be an advocate <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> • Students will be able to advocate for policies that promote justice and equity in education systems. • Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. • Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups. • Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<p><i>Interpretive communication</i></p> <p><i>Presentational communication</i></p>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
<p>Individual student-teacher meetings to discuss essays & journal prompt #5</p> <p>+</p> <p>Essay revision workday</p> <p>50 minutes</p>	<p>*Note: depending on the size of your class, you may need to add a day to the unit to be able to read each students' essay draft, complete the checklist, and meet individually to discuss essays and journal prompt #5. You will need to read journal entries, read drafts and complete the checklist before class today so you are prepared for meetings with students. Since essay drafts are electronic, you can make comments directly on their Google Documents.</p> <p>Welcome students to class and tell them that today is their day to write the final versions of their essay before the visual presentations tomorrow. Hand back their essay checklists that you have filled out and give students a moment to read over your feedback. Project the final version of the essay document. Point out that the final version will look very professional.</p> <p>Instruct students to use their peer feedback and their project handouts and rubrics to begin making revisions to their essays. They can make all revisions on their rough draft documents so that when they are all done, they just have to copy and paste their essays to the final version document and make their title page.</p> <p>While students begin making revisions, call students back to your desk to meet individually. Ask them to bring their essay checklists. Share your comments on their journal prompt #5, making sure you emphasize student strengths. Address what students said they are learning about themselves. I encourage you to share something you are learning about yourself, too. Discuss essay rough drafts. Students have already read your feedback, so let them ask questions about your comments. These meetings should be five minutes or less and serve to ensure students feel confident about their final versions of their essays.</p> <p>When there is about five minutes left of work time, remind students to turn in their final essays on Google Classroom or your digital platform.</p>	<p>Journaling document from Lesson 1</p> <p>Electronic devices</p> <p>Electronic copy of essay rough draft document from Lesson 26</p> <p>Essay checklist from Lesson 26</p> <p>Electronic copy of final version of essay document</p>
<p>Discussion of tomorrow's</p>	<p>Determine the order of tomorrow's visual presentations. Students have already recorded their presentations, so they don't actually have to get up in</p>	

class 5 minutes	<p>front of the class tomorrow. You might let students volunteer to go first or go down your class roster alphabetically.</p> <p>Tell students that after they watch everyone's visual presentations, they will complete their final round of self-assessments and final journal prompt. Then the whole class will revisit the unit essential questions and the question wall. Open it up to student questions before class ends.</p>	
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Supporting Documents

Journaling Document

Final Project Handout with Visual Presentation and Essay Rubrics from Lesson 23

Essay Rough Draft Document (shared digitally) from Lesson 26

Essay Checklist from Lesson 26

Electronic Copy of Final Version of Essay Document (shared digitally):

Título del proyecto aquí

Nombre

Nombre de la preparatoria

Spanish for Heritage Speakers 2

Ms. Chirhart

Fecha

(second page)

Título del proyecto aquí

Enlace para el proyecto de Photovoice aquí

La versión final del ensayo empieza aquí. Times New Roman 12, doble espacio

Lesson	30
Standards	<p>Connections:</p> <ul style="list-style-type: none"> - Students build on their understanding of policy and advocacy in Spanish <p>Communities:</p> <ul style="list-style-type: none"> - School and Global Communities: Students propose changes to school policies; summative presentational communication assessment introduces students to what it means to be an advocate - Lifelong Learning: The use of journal prompts for reflection throughout the unit <p>Justice Domain:</p> <p>12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Action Domain:</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Objectives	<ul style="list-style-type: none"> ● Students will be able to write reflections on topics related to education. ● Students will be able to advocate for policies that promote justice and equity in education systems. ● Students will be able to recognize, describe and distinguish unfairness and injustice at different levels of society. ● Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

	<ul style="list-style-type: none"> Students will take responsibility for standing up to exclusion, prejudice and injustice.
Mode(s) of Communication	<i>Interpretive communication</i> <i>Interpersonal communication</i> <i>Presentational communication</i>

Lesson Sequence & Timing	Activity/Activities	Materials, Resources, Technology
Student visual presentations 25 minutes	<p>*Note: You may need another additional day in the unit to finish all presentations, the fifth round of self-assessments, journal prompt #6, and conversations on unit essential questions and the question wall. I have small classes, so I can get this all done in one day.</p> <p>Welcome students to class and project the order of the visual presentations on the board. Tell students that they only need to listen to each presentation. You will fill out the rubrics for each student while the class watches their presentation. Be sure to share some overall highlights and strengths after all presentations are done and encourage the class to celebrate their hard work with a round of applause for everyone.</p>	Adobe Spark visual presentations projected Copies of the visual presentation rubric
Student self-assessments 5 minutes	<p>Next, students will complete their final round of self-assessments. Have students get out their can-do statements document that was shared with them on Lesson 1. Students should write today's date in the fifth column. Read off the description of the 4-3-2-1 scale aloud and then read each statement. Students should rate themselves on the 4-3-2-1 scale for each statement. Have students put a star next to two objectives they feel are strengths of theirs and a question mark next to one objective they feel they need to practice more, beyond this unit. Then have students turn to a partner and share where they put their stars and question marks. Collect all student can-do statements.</p>	Can-do Statements document from Lesson 1
Journal prompt #6 15 minutes	<p>Instruct students to open up their journals. Tell students they will submit their journals after they answer today's prompt and you will grade them using the rubric shared in Lesson 1.</p> <p>Show students prompt #6: What surprised you the most about this unit, and why? How could you take</p>	Journaling document from Lesson 1 Timer to

	<p>action in response to something you learned in this unit? Give them 5-10 minutes to respond. Write your own response to the prompt during this time, too.</p> <p>Have students turn to a partner to share one thing they wrote down and call on students to share out. It is important that you also share something you wrote about, too. Collect student journals.</p>	display
<p>Revisit unit essential questions and question wall</p> <p>10 minutes</p>	<p>Move to the essential questions and question wall. Read the essential questions aloud: How do injustice and inequity exist in education systems? How can we combat these issues? Have students turn to a partner and give them two minutes to discuss the essential questions. Then encourage students to share what they came up with for the whole class. If you are near a whiteboard, write down student responses for all to see. Add in anything you think students missed. Acknowledge everything you wrote down and emphasize how much students learned in this unit.</p> <p>Then, return to the question wall. What questions can you now answer together? Are there any remaining questions you need to investigate together? Ask students to share their thoughts on using the question wall. Remind them that the purpose of the question wall is to demonstrate that learning is collective and continuous.</p> <p>Save the last couple minutes of class for anyone to share remaining thoughts and questions on the unit. Make sure you tell students how proud you are of them!</p>	Essential questions and question wall

Supporting Documents	
<p>Visual Presentation and Essay Rubrics from Lesson 23 for Teacher Evaluation of Students</p> <p>Can-Do Statements Document from Lesson 1</p> <p>Journal Prompt #6:</p> <p>Diario #6 Fecha:</p> <p>¿Qué es lo que más te sorprendió de esta unidad y por qué? ¿Cómo podrías actuar en respuesta a algo que aprendiste en esta unidad?</p>	

Journal Grading Rubric from Lesson 1

*Note: At the end of the unit, you will still need to grade student journals and final essays. As you evaluate this work, add any pertinent reflections to your own journal. What would you do differently the next time you teach this unit? How was your thinking challenged? What are you proud of? Keep this journal in a safe place so you can return to it the next time you plan to teach this unit.

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